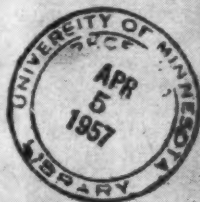


# *The* **AGRICULTURAL EDUCATION** *Magazine*

VOLUME 29

APRIL, 1957

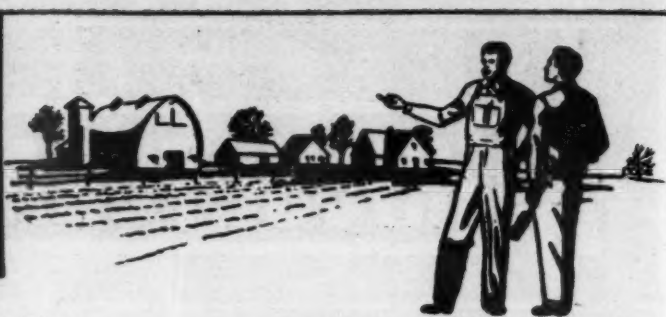
NUMBER 10



...ure legend, page 220.

***Featuring—* Enrolling Students in  
Vocational Agriculture**

# The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

THE INTERSTATE  DANVILLE, ILLINOIS

## MANAGING EDITORS

W. A. Smith, Cornell University, Ithaca, New York  
Editor  
W. Howard Martin, University of Connecticut, Storrs, Connecticut  
Consulting Editor  
H. A. TenPas, Oregon State College, Corvallis, Oregon  
Business Manager

## SPECIAL EDITORS

CENTRAL  
Ralph J. Woodin, Ohio State University, Columbus, Ohio  
Arthur B. Ward, University of Nebraska, Lincoln, Nebraska

## NORTH ATLANTIC

H. R. Cushman, Cornell University, Ithaca, New York  
S. D. McMillan, Dept. of Education, Charleston, West Virginia

## PACIFIC

S. S. Richardson, Utah State College, Logan, Utah

## SOUTHERN

R. H. Tolbert, University of Georgia, Athens, Georgia  
O. L. Snowden, Mississippi State College, State College, Miss.  
J. C. Atherton, University of Arkansas, Fayetteville, Ark.

## AT LARGE

Nelson A. Taylor, Redding, Calif.  
Teachers  
A. H. Krebs, University of Illinois  
Book Reviews  
J. K. Coggin, North Carolina State College, Raleigh, N. C.  
Photography  
H. N. Hunsicker, U. S. Office of Education, Washington, D. C.  
Vocational Division

## SPECIAL REPRESENTATIVES

Central, Ernest L. DeAlton, Fargo, North Dakota  
Pacific, Jack Ruch, Laramie, Wyoming  
Southern, E. W. Garris, Gainesville, Florida  
North Atlantic, John A. Snell, Augusta, Maine  
N.V.A.T.A., Paul P. Mechling, Lancaster, Ohio

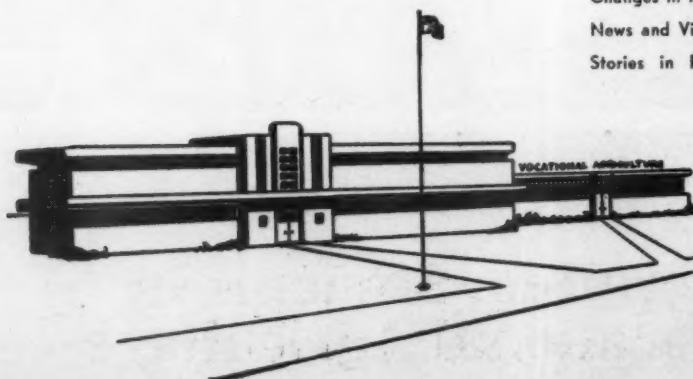
## EDITING-MANAGING BOARD

E. L. DeAlton, North Dakota; Jack Ruch, Wyoming; E. W. Garris, Florida; John A. Snell, Maine; Paul P. Mechling, Ohio; W. T. Spanton, Washington, D. C.; G. P. Dayoe, Illinois; Robert Bishop, Wyoming; H. A. TenPas, Oregon; W. H. Martin, Connecticut.

## Contents

### Editorials

A Question of Intentions.....	Henry A. TenPas.....	219
Guides for Enrollment of Pupils.....	Alfred H. Krebs.....	219
A Brochure Aids in Recruiting.....	Ray E. Davison.....	220
The Cover Picture.....		220
Farming Opportunities As an Index for Enrollment.....	Frederick K. T. Tom.....	221
What Are the Needs of Vo-Ag Students?.....	Bruce Gaylord.....	223
Have a Pre-enrollment Plan.....	Edward Perkins.....	224
Whom Should We Enroll?.....	Floyd Miller.....	225
Selection Through Farming Programs.....	G. Edward Richards.....	226
Vo-Ag Can Prepare for College.....	Kenneth Clark.....	227
A Young Farmer Group Can Be Organized!.....	T. G. Rockett.....	228
Win the Best with a Challenge.....	Carl Bevard.....	229
Industry Provides a Field Day.....	Neal C. Nicholson.....	230
Who Enrolls in Adult Farmer Courses?.....	Lloyd J. Phipps.....	231
The Challenge of the Slow Learner.....	Fred G. Lechner.....	232
Placement for Farm Experience.....	Wm. Paul Gray.....	234
1957 Program of Work of the Agricultural Education Section, AVA.....	Lloyd J. Phipps.....	235
Factors to Consider in Planning Farming Programs.....	R. J. Delorit.....	236
Assistantship and Fellowship Opportunities.....		237
Tips That Work.....		238
Changes in the Magazine Staff.....		238
News and Views of the Profession.....		239
Stories in Pictures.....		240



Subscription price, \$2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted. Entered as second-class matter under Act of Congress March 3, 1879, at the post office in Danville, Illinois.

## Editorials

### A Question of Intentions

HENRY A. TENPAS, Teacher Education, Oregon State College.

One of the most important questions being considered at community, state, and national levels is who should enroll in vocational agriculture.

Most answers to this question, whether by the inexperienced and unthinking person or by recognized leaders in the field, begin by referring to *Policy Bulletin Number One*. The long standing objective of vocational agriculture as stated in this bulletin is "Serve those who are making a beginning and are advancing in farming." This infers that objectives of both program and student must be considered.

Determining objectives is an important step in answering the question. Leaders in the field have difficulty agreeing on the essential objectives and their interpretation. Some would change stated objectives—others would add new interpretation of the now stated objectives, and a minority would change legislation on which the objectives are based. Objectives are important as starting points on which to base programs and subsequent evaluation but do not in themselves answer the question of who should enroll.

Basic to the problem is the question of intentions. Students entering the program based on stated objectives should understand the relationship between their intentions and the program's goals. Subsequent actions and eventual placement of students may be based on factors other than program goals or student pursuits such as job opportunities. Job opportunities often exist in farm-related work. Hindsight being more effective than foresight, it is often necessary to look into the students' backgrounds for indications which assist in future planning. To be realistic, intentions must be examined in the light of existing opportunities.

Motivation recognizes the importance of intent. The desire to learn is often based on the formula: *Motivation = Drives + Obstacles -> Goals*.

In recognizing student drives, in overcoming obstacles, and in planning for future stated goals, the strength of intent determines degree of perception. Intent means fixed purpose, design, plan, determination, resolution, and decision. It forms the base for the "gumption quotient" of a student.

Evidence is needed to support intent. The vocational agricultural teacher relies less on his opinion and more on judgment based on all available evidence as he gains experience. Furthermore he solicits the support of others who match intent with evidence. The administrator, the high school faculty, and citizen groups are asked to participate in selection of students for vocational programs. Scientific procedure demands evidence from many sources to support or subtract from opinions. Combined and considered judgment results from intent supported by evidence.

There is evidence on which to plan:

Cumulative records reveal past interests, experiences, and attitudes.

Follow-up studies indicate correlation between plan

(Continued on page 220)

### Guides For Enrollment of Pupils

ALFRED H. KREBS, Teacher Education, University of Illinois.

Enrolling boys in a program of vocational education in agriculture is not a simple procedure. In the first place, the fact that we are concerned with a vocational program implies a tentative decision on the part of the boys with regard to their future occupations. In the second place, not all workers in the field of agricultural education are ready to agree to the same set of objectives for a program of vocational education in agriculture. In the third place, local community conditions play a large role in the determination of who shall be served through the vocational agriculture program. It is probably impossible to secure agreement regarding the above factors separately, to say nothing of trying to reconcile opinions regarding the three factors when put together.

The first factor given, for example, raises the question of the age at which a boy should be expected to make a decision regarding his life work. There are many persons who say that it is foolish and wrong to expect a freshman boy to make a vocational choice. Even were it possible for the boy to make the choice, some persons argue that vocational education and training should be delayed until after the boy has completed his high school education; that the boy is not mature enough to profit from vocational education; that the school cannot possibly provide or arrange for an adequate environment for such education; that vocational programs make it impossible to provide each student with the necessary general educational background; that, in any case, so few of those who enroll in vocational agriculture programs actually enter farming that the program is obviously out of place.

The role of local community conditions can be used to support almost any point of view regarding enrolling boys in vocational agriculture. With limited school offerings, the vocational agriculture program is sometimes the only vocational training choice—and the only course providing some shop experiences. Often, too, the teacher of vocational agriculture is the teacher best qualified by training and the nature of his program to handle discipline cases. Small class size is also often considered an undesirable situation, to be corrected by any means available. School boards and administrators are often poorly informed regarding the nature of the vocational agriculture program and consequently establish enrollment policies conflicting with the teacher's philosophy. Then, of course, there is the question of the part the public should play in deciding who should enroll in vocational agriculture. Some persons believe that this is not a proper area of operation for the public. Other persons, who believe that the public should help decide who should enroll in vocational agriculture, are not at all in agreement as to the nature of this participation.

As if the questions raised thus far were not enough, we find that the workers in the field of agricultural

(Continued on page 222)



# A brochure aids in recruiting

RAY E. DAVISON, Vo-Ag Instructor, Vergennes, Vermont.

THE process of "making the rounds" to visit prospective Vo-Ag freshmen is a time-consuming job and is often disappointing in the results achieved. I found this to be true in my own department and expect other agriculture teachers have experienced the same situation. I therefore searched for a method or device to assist me in this task of recruiting and found the answer in a brief, simple brochure which describes the vocational agriculture program on the high school level and the FFA Chapter program.

This device or brochure, as I will call it, has been used for three years and the results are most gratifying. The brochure not only serves during the recruiting period, but has multiple use as a descriptive bulletin which can be used at parents-guests banquets, sub-freshmen days at high school and other public meetings.

Organization of the brochure begins at the close of school in May. The content of the brochure includes a cover page of white, plain, paper, 8½" by 11" with an appropriate title and format. I have used the words "Vo-Ag at VHS" as a title with a scene showing a farm boy and his prize pig. Any appropriate cover may be selected from stencils usually maintained in the high school commercial department. The second page includes a letter to the prospective freshman from the Vo-Ag teacher. This may include a statement of welcome and the purpose of the brochure.

The third page describes the vocational

agriculture program and supervised farming. Information concerning course content, laboratory fee, supervised farming programs, etc., is included on this page. The fourth page describes the FFA organization, qualifications for membership, time of meetings and some of the activities and projects conducted by the local Chapter.

An immediate reaction to this type of recruiting brochure may be the question of the time element involved in



The parent, the boy and the teacher discuss the brochure—a vital step in the recruiting process to obtain necessary understanding.



Leo Gevry, a prospective freshman Vo-Ag student, receives recruiting brochure from Ray E. Davison, teacher of agriculture at Vergennes High School.

getting the organization and preparation done. As was mentioned earlier in this article the brochure is planned in May. This allows time for organization of material by the Vo-Ag teacher and mimeographing by the commercial department. This provides the brochure in ample time before the period of recruiting is begun.

I personally believe a written bulletin of this type has many values. It answers many questions for the freshman student and provides an excellent means of explaining the program of the vocational agriculture department to the parents. □

## A Question of - - -

(Continued from page 219)

and placement.

The initial farm visit made prior to enrollment provides significant data for pointing to student intent.

Students without farm backgrounds indicate possibilities when faced with the problem of selecting a farming program.

Future Farmer Committees assist in examining their plans of their peers.

The effective teacher works closely with other staff members providing guidance services.

Orientation courses are instrumental in determining goals, drives, and obstacles.

Democracy rests upon assumptions of worth and dignity of individuals. The student is encouraged to plan his future. Encouraging the student to think about his background, present status, and future goals in order to arrive at occupational possibilities is an important part of his education. The final decisions relative to future planning are the responsibility of the student. Plans cannot be effective without consulting him and determining intentions. Well-meaning adults often plan for the subject more than with the object—the student.

State and national policies depend upon sound local programs. Successful practices of a relatively small group of

outstanding teachers point the way to what becomes policy for the rest to follow. The basic policy committee of the Eleven Western States recognized this when it stated: "We believe that every school shall determine policy on who should take vocational agriculture." It is inferred that such policy is based on this intent to enter agriculture vocationally.

This committee accepted the basic premise that the program is for present and prospective farmers and that each student will have a satisfactory farming program. It further recommended that adequate teacher time be provided for individual instruction and effective supervision through both in-school and out-of-school farming programs. A farming program is essential in making training for agriculture vocational. The entire program is matched to the students' expressed vocational interests.

Who then should enroll in vocational agriculture? New students with intentions to farm, those who have realized their intentions and are farming, or those who intend to engage in farm-related work? The student indicates intention and supports it with evidence of interest, ability, and future possibilities. The teacher operates within policy determined by the local school and encourages—requires—the student to plan. Policies, judgments, and plans are based on INTENTIONS. □

## The Cover Picture

An outstanding, former Vo-Ag young man in West Virginia is now operating the farm pictured on the cover page. He is Preston Davis of the Masontown, West Virginia, community who was selected as "The FFA Established Farmer" for 1956 in the State. The farm is a dairy farm of 250 acres and is typical of a large percentage of the farming area of West Virginia. Preston has continued his training through the Young Farmer and Adult Farmer classes at Masontown.

This farm was selected by the Soil Conservation District as one of those in the District and the State on which the best job of conserving soil is being done. Strip cropping is observable in the picture with the steeper land being devoted to pasture. Young Davis operates and manages this farm in a manner typical of the better management practices on dairy farms of West Virginia, producing the roughage for the herd and including grain basically as a nurse crop for re-seeding the hay crops. Some corn, shown in the picture, may be grown to fill the silo. Such practices are essential to proper operation of the rolling and hill land so characteristic of much of the state.



# Farming opportunities as an index for enrollment

Here are the estimates which result from applying such an index in one state.

FREDERICK K. T. TOM, Teacher Education, Cornell University.



Frederick K. T. Tom

ARE we enrolling too many students in our all-day classes in vocational agriculture?

Among other considerations, the answer to this perplexing question may well hinge upon the number of opportunities prospective students have for becoming successfully placed in farming. If the possibilities are good, we have adequate reason—and yes, the responsibility too—to recruit additional numbers for our classes. On the other hand, if the chances for a boy to become successfully established in farming are poor, it behooves us to think twice before attempting to increase enrollment in vocational agriculture. Surely, as the time approaches to pre-register students for next year's courses, those who maintain that their teaching is for the purpose of training young men for farming need to be able to provide forthright answers to any boy who asks, "Mr. Teacher, what are the chances of my getting a farm of my own some day?"

## The Best Index

Perhaps the best single measure of the opportunities in farming is the number of persons who annually enter that vocation. On a local basis, fortunate indeed is the teacher with sufficient foresight, initiative, and time who, throughout the past years, has kept an annual record of the number of persons in his school district who began operating farms and those who began working as hired hands. Fortified with such information, he can paint for his prospective students an accurate picture of farming opportunities in his area.

Valid data on placement opportunities in farming are unavailable or are difficult to obtain and the reasons why are many. Be that as it may, information contained in the U. S. Census of Agriculture could be used to estimate the probable number of persons who are needed annually to enter the vocation of farming. In this article, the discussion is limited principally to an estimate of those who enter the vocation as farm operators, herein defined as persons who operate farms, providing the labor themselves or directly supervising it. This delimitation in no way minimizes the status and number of hired farm workers, of which there were about 32,000 in New York who were employed 150 days or more in 1954. Because of the difficulty of determining the length of time

a hired worker remained in that status, no estimate was attempted of the number of job opportunities available as farm workers.

The examples below are based on census figures for New York in 1954. It should be noted that the terms "farmer," "farm operator" and "operator" are used interchangeably. Furthermore, the same general procedure used below may be followed to gauge the farming opportunities present in our country as a whole, in any state, county, and in some cases, townships.

## Assumptions

In arriving at the estimates below, two basic assumptions were made, namely:

1. That the average productive life of a farmer today is 40 years.
2. That the number of new farmers needed annually is the same as the number who terminate their farming operations annually.

## Estimate Based on Total Number of Farms

There were 105,661 farms of all types in New York in 1954. The term "farm," as defined by the Census Bureau, is "any place of 3 or more acres . . . if the annual value of agricultural products, exclusive of home-garden products, amounts to \$150 or more" and any place "of less than 3 acres . . . if the annual value of sales of agricultural products amounted to \$150." By dividing 105,661, the total number of farms, by 40, the assumed productive life of farmers, it may be estimated that 2,642 farm operators are needed annually in New York.

## Estimate Based on Number of Commercial Farms

For some people, an estimate based on the total number of farms may be unrealistic. A better estimate may be made in terms of the total number of commercial farms. Such a farm is one in which the annual value of the sale of farm products amounted to \$1,200 or more, or one in which the value of the sale of farm products ranged from \$250

to \$1,999 and the farm operator worked off the farm less than 100 days or the non-farm income of the operator and the members of his family was less than the value of farm products sold. TABLE 1 classifies all commercial farms in New York. It can be noted that there were 77,290 commercial farms. Dividing this figure by 40 results in a quotient of 1,933, or the number of persons needed annually to replace operators of commercial farms who complete their productive farm life.

## Estimate Based on Number of Non-Commercial Farms

Additional insight into placement opportunities for boys who may not want to engage in commercial farming but still want to live on a farm, may be obtained by estimating the number of persons needed each year to take the places of people leaving non-commercial farms. The number of such farms may be determined by subtracting the number of commercial farms (77,290 in this case) from the total number of farms (105,661) for a difference of 28,371. From this figure, it may be determined that there are 709 chances annually, for persons to enter into non-commercial farming as farm operators.

## Estimate Based Upon Number of Farms 100 Acres and Over

A commonly used farm analysis factor is the size of farm. According to the 1954 census, the average size of a farm in New York is 142 acres. Using the arbitrarily selected minimum of 100 acres, it was found that New York had 58,425 farms 100 acres and over in size, with a distribution as shown in TABLE 2. Using the procedure followed above, it may be concluded that approximately 1,460 additional persons are needed yearly to replace operators of farms of 100 acres and more in size.

TABLE 2  
Distribution of New York Farms, 100 Acres and Over, 1954

Size	Number
100-139 .....	16,428
140-179 .....	12,149
180-219 .....	9,026
220-259 .....	6,113
260-499 .....	12,235
500-999 .....	2,175
1,000 and over .....	301
Total .....	58,425

(Continued on page 222)

TABLE 1  
Classification of Commercial Farmers in New York, 1954

Economic Class of Farm	Value of Farm Products Sold	Number of Farms	Per Cent of Total
I	\$25,000 or more	3,604	4.66
II	10,000 to \$24,999	14,955	19.35
III	5,000 to 9,999	22,978	29.73
IV	2,500 to 4,999	19,031	24.62
V	1,200 to 2,499	11,794	15.26
VI	250 to 1,199*	4,928	6.38
Total		77,290	100.00

\*Note explanation given.

## Farming Opportunities - - -

(Continued from page 221)

### Estimate Based Upon Number of All Farmers Who Began Operating Farms, 1951-1954

As mentioned earlier, perhaps the best single measure of the opportunities in farming is the number of persons who annually enter that vocation. With that in mind, it was noted that for the 1954 census, 4,974, 4,637, 4,113, and 3,465 farmers reported that they had begun operating their farms in 1951, 1952, 1953, and 1954 respectively. From these figures, it may be determined that in the four-year period under consideration an average of about 4,297 persons began farming operations of one kind or another each year. In interpreting this average of 4,297 persons per year, the reader is reminded to recall the Census Bureau's liberal definition of a farm.

### Estimate Based Upon Number of Days Farmer Worked Off the Farm

In trying to ascertain placement opportunities for farm operators, it might be helpful to speak of more clearly distinguishable categories than the general one of "farm operators." With that in mind, an estimate was made based upon the number of days farmers worked off the farm. For this purpose, two Census Bureau classifications were grouped into one, as follows: to the 52,497 farmers who did no work off the farm was added the 13,250 who reported that they worked from 1-99 days off the farm. Dividing the total of 65,747, the number of farmers who worked less than 99 days off the farm, by the assumed productive life of a farmer, 40 years, results in the estimation that 1,643 replacements are needed per year.

### Estimate Based Upon Number of Farm Operators 55-64 Years of Age

It is perhaps reasonable to maintain that under present day conditions when a man has reached the age of 65 he will have earned for himself the opportunity to retire from full-time occupational duties. What then is the estimate of farming opportunities on the basis of the number expected to retire annually? TABLE 3 shows the age of present farm operators. It can be seen that for the age group 55-64, there were 22,693 operators in 1954. On the assumption that farmers are evenly distributed over this age range, one might conclude that for the next 8-10 years, approximately 2,269 (22,693 divided by 10 years) operators will either reach 65 years of age or die in the normal course of events.

TABLE 3

Age of Farm Operators in New York, 1954

Age	Number
Under 25 years .....	1,953
25-34 .....	12,264
35-44 .....	22,943
45-54 .....	25,243
55-64 .....	22,693
65 years and over .....	19,129

TABLE 4

Estimated Number of Annual Placement Opportunities as Farm Operators in New York on the Basis of Selected Factors, 1957

Factor	Total	Estimated Number of Annual Placement Opportunities
1. Number of total farms.	105,661	2,642
2. Number of commercial farms.	77,290	1,933
3. Number of non-commercial farms.	28,371	709
4. Number of farms 100 acres and over.	58,427	1,460
5. Number of farmers who began operations in 1951-54.	17,189	4,297
6. Number of operators working 99 days or less off the farm.	65,747	1,643
7. Number of present operators 55 to 64 years.	22,693	2,269

### Summary and Conclusion

Seven selected factors were used to estimate the farming opportunities available in New York. The estimates were based upon two stated assumptions, namely, that the average productive life of a farm operator is 40 years and that the number of replacements needed annually is the same as the number whose farming operations are terminated. TABLE 4 lists the estimates and the factors upon which each was based. It can be observed that these estimates range from 709 replacements needed annually to operate non-commercial farms to 4,297 persons who will begin operating farms yearly. Probably the most realistic prediction is that 1,933 new farm operators will be needed each year to run commercial farms. Also of some validity is the estimate that 1,460 new farmers are needed annually to operate farms 100 acres and over. Furthermore, based on the number of farmers working 99 days or less, 1,643 new operators are needed each year.

Since New York currently graduates between 1,000-1,500 vocational agriculture seniors each year, and the estimates of farming opportunities are as described above, the conclusion can be drawn that number-wise, and on a state basis, New York is not enrolling too many boys in high school vocational agriculture programs. □

### Guides for - - -

(Continued from page 219)

education are themselves not able to agree on objectives for programs of vocational education in agriculture. Some workers in agricultural education would do everything possible to limit enrollment in vocational agriculture to those who appear to be excellent prospective farmers, by any criterion one could apply, some would select boys who could become outstanding FFA members, while others are just as insistent that any boy be permitted to enroll who plans to enter any kind of agricultural occupation. Many workers in agricultural education try to reconcile the preceding points of view, and often appear indecisive. All are undoubtedly expressing what they consider to be the best possible philosophy for the continued growth and development of the vocational agriculture program.

The questions and issues raised thus far will continue to be debated as long as there is a program of vocational education in agriculture. In the meantime, there are certain guides the teacher can use in helping boys decide whether to enroll in vocational agriculture.

1. The schools are public institutions, created and supported by the public. The public will decide the purposes of the schools and who shall be served by the schools. Workers in agricultural education can either make it possible for the public to participate in school decisions or wait for the inevitable explosion which comes with a growing dissatisfaction on the part of the public with what the schools are accomplishing. The public likes the program of vocational education in agriculture we now have, not just because of the training for farming given, but also because the program is good for farm boys. The general education values of the program may sometimes outweigh the vocational values.
2. The final decision regarding enrollment in vocational agriculture must be made by the boy if that decision is to be a good decision. The teacher can only provide the boy and his parents with help and guidance as they attempt to arrive at a proper decision.
3. The fact that many of the boys who enrolled in vocational agriculture are not now farming is not an indictment of the program. This same condition exists for many vocational programs, even when the vocational choice has been made at a much older age than that of a high school freshman.
4. The program of vocational education in agriculture as it has been conducted has been a popular and effective program. The basic objective of providing a program of education for those who are farming or who plan to farm has apparently served well as a guide in the planning and conduct of the program. To change the program radically would be to destroy the characteristics which have made the program effective and popular. Boys enroll because of what the program is—not because of what it might become.

(Continued on page 224)

# What are the needs of Vo-Ag students?\*

## Means of discovering them can be used in selecting students.

BRUCE GAYLORD, Assistant Supervisor, Vermont.

AS the adage goes, there are a number of ways to decorticate a member of the feline specie, and perhaps methods of determining the needs of students of vocational agriculture are not unique in this respect. However, some techniques are likely to be more effective than others in tackling this fundamental problem of identifying student needs.

In considering the whole picture it is necessary to include the student, the parents of the student, and the home farm situation. Affiliate with these components the broad objectives of vocational agriculture, namely, to develop effective abilities in—

1. Making a beginning and advance in farming
2. Producing farm commodities efficiently
3. Conserving soil and other natural resources
4. Managing a farm business
5. Participating in rural leadership activities
6. Maintaining a favorable environment
7. Marketing farm products advantageously,

and we have the raw materials with which to work in identifying needs of Vo-Ag students as well as the framework into which they may be fitted.

### Know the Boy

This task is really not as difficult as first might be assumed if we approach it in an effective fashion. First of all, we have at our command, in many school systems, personal information of students already recorded in the cumulative record files of either the guidance office, the principal's office, or the files of the Vo-Ag department. These records may include the results of Preference tests, Intelligence tests, Mental Maturity tests, Achievement tests, and other pertinent information which is of use to us in the identification of the student's personal situation and goals.

Actually, what are we saying when we repeatedly refer to this seemingly abstract word—needs? We could graphically illustrate it algebraically in this manner:

Let: S = a situation as we find it  
G = a goal of the individual  
N = a need

So:

1.  $S + N = G$  (or) Situation + need = goal
2.  $S - G = N$  (or) Situation - goal = need

In other words, a need is that which exists between what is and what should be.

Now to return to the student's personal needs—his personal needs are discovered through determining

1. What is his personal situation now?

\*Adapted from the *Journal*, published by the Vermont Agricultural Teachers' Association.

2. What personal goals does he indicate?
3. What must he do to attain these goals?

### Know the Farm

Now to approach the next step. For a moment let's visualize the student's home farm. What comes to mind? The house. The barn. The maples shading the lawn. The milk cans by the driveway. All physical aspects of the farm.

However, from our standpoint we should perhaps visualize his home farm situation as an iceberg of needs floating in our local agricultural community with one-eighth of its surface exposed, visible and partially known, and the remaining seven-eighths of its mass totally obscure, at least obscure until an effective technique helps us to learn more about the invisible portion of the farm home and business situation.

One effective technique, after the initial visit to the student's home farm, is to make a return visit for the express purpose of making a survey of the farm business.

Armed with a copy of a business survey form on a clipboard, we are prepared to explore the unknown of our formula by "walking" the farm with the boy. This procedure puts the student in a familiar environment and the opportunity to develop rapport with him is provided through this perfectly natural procedure. We also have an opportunity to determine what the boy understands about the farm business, the farm practices being used, as well as building, land, and machinery needs of the farm.

Some will argue that it is extremely important to encourage only the boy to accompany us as we "walk" the farm to observe farm production and practices, rather than inviting the boy's dad who would, in many instances, assume the leadership in responding to questions relating to the farm. This practice also allows us to ascertain just how familiar the boy is with the home farm business and practices used as well as providing an insight into the farm skills and abilities in which the boy indicates deficiency or interest in acquiring. However, we are handicapped by the same token in the absence of dad in that this setting is equally important in stimulating discussion which provides a better understanding of what he and the farm can provide for training in his son's farming program.

### Get Cooperation of Parents

After "walking" the farm and completing the survey form, it is desirable to visit with the parents, in the absence of the son if possible, to obtain additional personal information about their son, for the goals and aspirations of parents for their son are highly significant in determining the personal needs and training needs of the student.

Subsequent farm visits add pertinent information to that already collected and the needs observed and identified by the parent, son and instructor provide a basis around which the student can build his farming program.

By conducting a meeting of parents in the local Ag department, an opportunity for a more complete understanding of student needs is afforded—especially for parents of freshmen Vo-Ag students. This activity is also important in building rapport with our partner (parents) in the training program of the student.

Similar procedure to this is also as effective in identifying needs of students who have functioning farming programs for the purpose of planning the current year's program and evaluating the progress of the previous year.

### Do Not Limit to Projects

One important consideration in developing farming programs is that of balance in the areas indicated in the broad objectives of vocational agriculture. Perhaps we are sometimes guilty of erroneously thinking of a farming program as being only those phases which are tangible evidence of student equity. To provide the necessary balance, farming programs should be planned and developed around the needs which encompass phases of the farm unit not owned by the student, as well as the needs identified specifically with owned productive enterprises.

We must consider the fact that proficiency in farming is a prerequisite to establishment in farming, and that farming programs and consequently the student's training experiences will be markedly curtailed unless we do look for training opportunities which the entire farm business can provide.

However, we must also recognize that the student must identify himself with these needs outside his ownership scope if effective training is to result. This immediately implies again that a clear understanding of the objectives of the productive, supplementary and improvement phases of a farming program must be brought about on the part of parents as well as the student.

In short, careful attention must be given to including parents in the planning stages of farming programs, for it is they who govern, to some extent, the farm responsibilities which they will allow their son to assume as a part of his training experiences in his farming program.

Favorable working relationships developed with parents *now* will return even greater dividends *later* as the way is paved for a farm business partnership between parents and son.

### In Summary

To summarize—the data necessary for identifying student needs and developing a functional course calendar depend upon familiarity with the situation as it exists, including:

1. The personal interests, attitudes and physical aspects of the student.
2. The attitudes, aspirations and cooperation of the parents.

(Continued on page 224)



# Have a pre-enrollment plan

## The key to a successful enrollment program.

EDWARD PERKINS, Vo-Ag Instructor, Morrisville, Vt.

**F**IRST—What is a successful enrollment program? I define it as enrolling in our Agriculture classes at least 90% of the Freshman boys who pre-enrolled in Vocational Agriculture.

A successful enrollment program then requires a great deal of informing on the part of the Vo-Ag teacher and the guidance director. The informing begins about a week before the guidance director pre-enrolls students from the 8th grade. The Agriculture teacher is responsible for informing these students and their parents about his program. This may be accomplished by preparing a brochure for the student to read over and deliver to his parents. Many times an 8th grader gets things twisted, leaves out some part, or forgets entirely to tell his parents about important school activities. With some prior arrangements and planning the Agriculture teacher can appear before this group of boys, pass out the brochure, go over it with them and request that they put it in the hands of their parents. If it is doubtful that they will do so, have the student put his parent's name and address on the outside of the brochure, following the explanation, and return it to the Agriculture teacher to be mailed to the parents with a short form letter enclosed. Keep the brochure simple and as inexpensive as possible. Revise it from year to year.

If possible, in addition to the meeting just explained, arrange another meeting for these boys to come to the Agriculture department and see the facilities available. Possibly a field trip to the FFA Woodlot can be arranged. At the original meeting the Agriculture teacher may secure whatever information about the boy that he feels necessary. Whatever questionnaire is used should be brief and simple.

### The Boy Is Informed

When the time for pre-enrollment arrives, the boy knows what Vo-Ag is and what is required if he is thinking of taking it. The Guidance Director also, through the efforts of the Agriculture teacher, is familiar with the program and will aid the boy in choosing his subjects. In cases where there is a question about meeting Supervised Farming Program requirements the Guidance Director should refer the boy to the Agriculture teacher before completing his enrollment. The boy should definitely be given the benefit of the doubt until the Agriculture teacher has a chance to visit the home farm and parents.

### Visits to the Home

After the pre-enrollment of the 8th grade boys the Agriculture teacher may go over the enrollment forms to see how many boys signed up for agriculture and who they are. The next step is to begin the recruiting visits to the boy and his

parents at home. This is usually accomplished during the summer months. Of course there would be no objection to doing it earlier if the teacher can find the time during the last three weeks of school. At the completion of these visits it is well to check the pre-enrollment forms and make sure that no boys failed to sign up who might belong in the Vo-Ag course. Also it may be desirable to eliminate, due to lack of facilities, some boys who signed up previously.

During the week before school begins enrollment takes place. If possible the Agriculture teacher should be present to talk with the students who still are undecided about taking the Vo-Ag course.

### Summary

Below are the five steps to successful enrollment which, if followed, should result in finding 9 out of 10 of the boys who pre-enrolled in the classroom on the first day of school.

1. Explain program and hand out brochure.
2. Conduct tour of facilities.
3. Pre-enrollment by Guidance Director. Boys in question to be visited by Ag teacher.
4. Agriculture teacher review pre-enrollment forms and conduct visits.
5. Enrollment one week prior to school opening.

## Guides for - - -

(Continued from page 222)

5. If, with the help of the public, we do a good job of planning our program and setting up the requirements for the program, we will have a good basis for helping boys decide on enrollment in vocational agriculture—a basis accepted by the public because the public shared in making it. Boys who are definitely interested but are unable to meet farming program requirements because of limited facilities at home can and should be helped to meet those requirements through other means.
6. The decision on enrollment in vocational agriculture should never be considered irrevocable. One of the characteristics of our society cherished most by those who come to us from other countries is not only our freedom to choose, but also our freedom to change our decisions as new knowledge and experience become ours. A boy should be able to enroll in or withdraw from the vocational agriculture program whenever a careful appraisal of his interests, aptitudes and abilities indicates that this would be best for him.
7. The only real basis for refusing to permit a boy to enroll in vocational

agriculture is the boy's inability to have an adequate farming program, or his lack of willingness to work out an acceptable substitute. This requirement, when coupled with an instructional program based on farming at the doing level, should take care of enrollment problems other than those which can be solved only through the provision of more varied course offerings or changes in administrative philosophy. The boy should not have to say, "I will be a farmer!" in order to enroll.

8. The farming program concept, and the fact that most of the boys who enroll live on farms, makes vocational education in agriculture a practical possibility at the secondary school level.
9. A fear that vocational agriculture programs may cease to exist should not govern our enrollment policies. If the time comes when there are no longer students who need and want vocational agriculture, the program should be discontinued.
10. The contributions of a properly oriented FFA to the complete development of a boy should be recognized when considering enrollment in vocational agriculture. It may be that this experience should also be a program requirement.

In the final analysis, then, a program of vocational education in agriculture is offered in our public schools to prepare boys for farming and to help them make some progress toward establishment in farming. Certain requirements have been set—requirements considered necessary for the accomplishment of the objectives of the program. Each boy is free to examine the program and its objectives to determine whether he can benefit by enrolling in the program. The responsibility of the teacher is to help the boy arrive at the best decision possible in the light of all available information about both the boy and the program. The boy who enrolls is preparing to be the farmer of tomorrow.

## What Are the Needs - - -

(Continued from page 223)

3. The opportunities available on the home farm.
4. The conditions of the home farm including:
  - (a) Livestock production
  - (b) Crop production
  - (c) Size of business
  - (d) Labor efficiency
  - (e) Farm machinery
  - (f) Farm buildings and real estate

These existing conditions must then be compared with the goals in each area in order to identify true needs.

The validity of the information obtained will directly affect the validity of the need which exists. For needs are found to exist only between the existing situation and the goal which the individual student chooses as his ultimate target within a given problem area.

## Whom should we enroll?

**Your objectives for your instruction will provide an answer.**

FLOYD MILLER, Vo-Ag Instructor, Oshkosh, Wisconsin.



Floyd Miller

AS a vocational agricultural instructor in the city schools of Oshkosh, Wisconsin, I am constantly confronted with the age-old question, "Should city boys be allowed to take agriculture?" Perhaps the first question we should be asking ourselves is, "Who should be

enrolled for vocational agriculture?" Shall we limit vocational agriculture to the farm boy who may or may not be interested in farming, or shall we include the non-farm rural boy and the city boy who is interested in farming? The original Smith-Hughes Act, as it was approved in February, 1917, in effect stated:

1. That such education shall be to fit for useful employment.
2. That such education shall be of less than college grade.
3. That such education be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home.

The George-Barden Act of August 1946, was an act to replace the previous George-Reed, the George-Ellzey, and the George-Deen Acts. It also provided for further development of vocational agriculture in the several states and territories.

The program of vocational agriculture that has evolved since 1917 has as its aim to train young people for a vocation in farming. It is true that methods of farming have changed, but the aim of the program has not changed. As a teacher in the city schools in an area

where the rural non-farm population has had rapid growth, and is continuing to grow, and by the same token the rural farm population has continually decreased due to the application of bigger and better farm machinery and farm planning, I am convinced that our job in the field of vocational agriculture is to afford the training to every boy who is interested in the vocation of farming as a career, providing he can put to practice the training he receives.

### Start Early

If the local vocational agriculture department is expected to serve as an important medium in the agricultural program in the community, great care must be exercised in recruiting pupils for the fall enrollment. It is the belief of the writer that this must begin in the early spring and not in September. This should be done by the agricultural instructor and only boys who he feels are interested in agriculture should be enrolled under the present program for vocational agriculture. Too many times so-called misfits in other school departments are "shoved" into the agriculture department with the accompanying belief that anyone can get through agriculture. Vo-Ag departments comprised of this material will soon be only a memory in the minds of the school people. With the existing crowded school conditions today, most school systems are not set up to maintain two-

man departments, therefore numbers in the agriculture department are no longer the criterion of success. We have learned from other agricultural classroom teachers that it is impossible for the teacher in a one-man department to do a satisfactory job in the classroom, maintain the guidance program and the supervised farming program when the size of the local department runs a great deal over 50-60 students who are doing a good job in the department and at home. In addition the above program would be accompanied by a satisfactory young and adult farming program in the local community.

### Advise with the Parents

Selecting prospective students for the agriculture department is not limited only to the student but should consider the parents as well. The student and the parent should know that the instruction in agriculture is designed to

(Continued on page 226)



Norman Mueller, president of the local FFA Chapter receives the Dairy Efficiency Award and check from Mr. Myron Clark, representing the dairy industries. A result of careful student selection.



Farm safety is stressed in the Oshkosh Chapter with a model farm safety booth display. Such activities attract interested students to the Vo-Ag program.



Installation of new officers and the retiring of the old officers in the Oshkosh FFA. The FFA program serves to attract the attention of prospective students.

# Selection through farming programs

## Proper planning is the key.

G. EDWARD RICHARDS, Vo-Ag Instructor, Troy, West Virginia.



G. E. Richards

AS Vo-Ag teachers, we all realize the importance of a good supervised farming program in holding student interest, as well as in drawing attention to the department.

Here at Troy, every freshman is required to enroll in Vocational Agriculture. This fact points immediately to problems in supervised farming until we tell you that our school is located in a rural village of 100 people. Enrollment in Vocational Agriculture varies between 35 and 50, and, at the present time only one student would be classified as a non-farm boy.

### Planning Precedes Enrollment

Planning of the supervised farming

program actually begins before the boy is enrolled. Every boy is visited during the summer before he is to take Vo-Ag. At this time it is explained to him and his parents how the farming program is related to Vocational Agriculture. After determining the boy's assets, such as livestock and farm equipment, we work with him and his parents in drawing up a tentative farming program. I keep a record of this in order to help him when school starts. This is a good time to help the boy select some farm mechanics projects to be completed in the school shop since many of the boys may at first be more interested in shop than classwork.

### Early Planning After Enrolling

During the first month of school we spend 2-3 class periods on the subject "Planning a Supervised Farming Program." After determining the charac-

other hand, the lack of a good farming program and the feeling of insecurity in farming, coupled with lack of interest and capital, influenced one third of the boys not to enter farming.

### Non-Vocational Agriculture

For many years the writer has been of the opinion that, where it may be impossible to screen, select or counsel the young men in making up the enrollment in the all-day agriculture classes, there should be offered a course in general agriculture for all boys who might be interested, or think that they are interested in agriculture. This would be an orientation course. It would give the boy a chance to discover himself and find out if he is interested. He would learn of the problems as well as the advantages of the farm. After a year of general agriculture he would be asked to decide whether or not he wished to go on into the more or less advanced course of systematic instruction. At this time he would plan his farming program in advance for the years ahead including several years out of school. Perhaps only the really interested boys should be encouraged to go ahead in the agricultural course for the three remaining years.

In 1944 Mr. L. M. Sasman, in suggesting a post-war program for vocational agriculture, said, "There should be a pre-vocational training and guidance program for farm youth from 14-16 years of age; there should be a program of vocational training for in-school farm youth, ages 16-18, definitely planning to farm; there should develop a course in agricultural education for all rural youth of high school age, as well as for some urban pupils; the Future Farmers of America should be developed as the best possible agency to provide leadership training for students of vocational agriculture under 25 years of age; and

teristics of a good farming program, we review the farming programs of some of the outstanding students with whom the boys are familiar. At this point, I think it is a good idea to combine FFA and Vo-Ag by reviewing the qualifications for the various degrees in so far as farming programs are concerned. We also mention that almost 8% of the students at Troy have received the State Farmer degree as an added stimulus. I also think it is a good idea to encourage boys to ask state officers and other leaders about their farming programs.

### Basis for Continuation in Vo-Ag

Enterprises of non-farm boys are usually a combination of strawberries, swine, and potatoes. Although most of them are enrolled in Vo-Ag only one year we try to get those who do continue, to emphasize one particular part of the program. For example, one of our non-farm boys ranked among the highest in the state in farm mechanics last year.

A good supervised farming program for every boy should be the goal of each Vo-Ag teacher, and it is one not too difficult to obtain. □

instructors must be provided with more practical experience."

### In Summary

In summary, I would like to say:

1. Prospective pupils should be contacted individually by the instructor in agriculture with a definite attempt made to discover if the boy is really interested in agriculture.
2. The agriculture instructor should visit the parents of the prospective student in an effort to learn more about the student, his home conditions and the cooperative support offered by the parents.
3. The agriculture instructor should devote more time to guidance and placement of his students.
4. There should be a definite agricultural instruction program for in-school farm youth between the ages of 17 and 18 who plan to farm.
5. The Future Farmers of America should be developed to provide leadership training for students of vocational agriculture.
6. Effective supervised training has much to do with ultimate placement and establishment of the boy in farming.
7. And last, the likelihood of the graduate becoming established in agriculture depends upon the effectiveness of his selection, the counseling he received, the cooperation of his parents, the financial backing he receives, and the course of study he followed in the high school, supplemented by his farming program. □

### Theme for May —

### "Evaluating the Vo-Ag Program"

## Whom Should We Enroll?

(Continued from page 225)

provide the needs of those students who are farming or preparing to farm. Both parents and students should understand that the instruction in the classroom is directed to help them become established in farming. Such students need guidance and counseling along the way to help them make their decision early in life. In a special Masters study made in 1948 the writer found that out of the 103 boys studied in one county, 71 entered farming. They listed the factors which influenced them to go into farming as:

- |                                              |      |
|----------------------------------------------|------|
| 1. Advice from the agriculture teacher ..... | 86%  |
| 2. Influence of parents .....                | 94%  |
| 3. Influence of successful farmers .....     | 82%  |
| 4. Desire for an independent life .....      | 99%  |
| 5. Parent helped me get started .....        | 93%  |
| 6. Interested in farming .....               | 100% |

On the other hand the 32 boys who chose to enter non-farming occupations said some of the factors which influenced them were:

- |                                                                       |     |
|-----------------------------------------------------------------------|-----|
| 1. Lacked the capital to get started .....                            | 75% |
| 2. Did not have the opportunity to carry a good farming program ..... | 56% |
| 3. Felt unprepared to start farming .....                             | 59% |
| 4. Lacked interest in farming .....                                   | 44% |
| 5. Parents not cooperative in helping me get started .....            | 6%  |

From the above data it can readily be observed that the guidance of the instructor in agriculture and the influence of the parents and successful farmers in the community have had a great deal to do with the making of the decision of the boy in favor of farming. On the



# Vo-Ag can prepare for college

**Such understanding is important to boys and parents when selecting the Vo-Ag program.**

KENNETH CLARK, Vo-Ag Instructor, Fort Fairfield, Maine.



Kenneth E. Clark

THE educational philosophy in the United States today is that every person should have a high school education. We are the only country in the world trying to educate everyone beyond the elementary level. Because of this opening of the doors we find a great I.Q. range in the students enrolled in Vocational Agriculture—a range from minus 70 to 150 plus. (I.Q. of 100 is considered normal.)

We in Agriculture naturally get and expect to get our share of boys from those the high school is trying to educate in the lower I.Q. bracket. Well and good, let's take them and do the best we can for them. I don't know of any other department which can do as much for them. But what I'm concerned about is, are we getting our share of the better students?

Maybe we should be concerned and give some thought to the fact that agricultural education is at present at a low ebb, pretty close to the "peck order" where there's always one the other chicks seem to pick on.

Why are we in this position? What are the causes? Everyone will agree that socially and economically the status of agriculture in most communities is low. The person looked up to most is usually the doctor, with the lawyer next. Farming is lower in the social scale.

This is probably true because of the uncertainty of the dollars received from farming. When one considers that, due to the great industrialization of Agriculture, some 13% of the population can produce enough to feed the other 87%, it's a little more than amazing. With fewer people engaged in this occupation today and only 25% of our dollar going for food, it tends to put agriculture down in the scale of occupations.

## Wrong Impressions Exist

With the 70-80 I.Q. students going into Vocational Agriculture there's a tendency for parents to think that Agriculture isn't for the college-type student.

Another cause that I'm not especially proud of is the fact that there's a total ignorance on the part of parents and people in general about our objectives and curriculum in the agricultural course of study.

And finally, I'd like to point out that many farmers are a success without benefit of either high school or college education.

With those facts facing us, we decided that if we were to get our share of the

better students in Agriculture we'd better do something about it.

## Doing Something About It

The first step, it seemed, was to upgrade our curriculum. We met with the High School Principal and, through him, worked with the Supt. of Schools and his committee. We came up with the idea of stressing a college program in Agriculture for those who could benefit from it. This was done by arranging the high school curriculum so that the college-type student with a farming background could enroll in the Vocational Agricultural course and elect those subjects needed to get into college. As more and more technical knowledge is required in most areas of agricultural activity, it seemed desirable for all boys who are capable to receive as much science and mathematics as possible.

It was finally decided that the program be so organized and scheduled that the following subjects are made available to students of Vocational Agriculture:

*English:* English I, II, III, and IV required of all. .... 4 units

*Agriculture:* Vocational Agriculture I, II, III, and IV required of all. .... 4 units

*Mathematics:* Algebra I and II and Plane Geometry for all who can carry them successfully. General Mathematics, followed by Business Arithmetic or Consumer Mathematics for others. .... 2 or 3 units

*Science:* General Science and Biology for all. At least Chemistry, and Physics if possible, for those who can profit from them. .... 2 to 4 units

*Social Science:* United States History and at least one other, preferably Civics or Problems of Democracy—for all.

*Electives:* (One year of Book-keeping, using a farm set, is suggested for those who do not take all the mathematics and science. A ninth grade, single period course in industrial arts is very desirable but would have to be carried in addition to the basic four units for that year.)

The actual sequence of mathematics and science subjects will vary between schools. Because some of them are offered only in alternate

years, the sequence may vary from year to year within a given school. The more capable students could well carry a fifth subject, at least during the last two years, permitting them to secure physics and possibly a fourth year of mathematics.

## Getting Understanding

Once we had the program set up we felt it was up to us to do some public relations work and sell the idea to parents, other teachers in the community, and to pupils.

We arranged to have time each spring to go to the elementary schools in our community and talk to prospective students about our program. We pointed out to students and faculty the opportunities that exist for those agriculturally trained.

We follow this up by visiting the prospective pupils and their parents at their homes during the summer. At this time we point out the many opportunities that await boys with a farming background in Agricultural Research, Industry, Business, Communications, Conservation and Education, as well as in farming. We point out that each year the demand for college trained personnel is some 15,000 and that the supply being turned out annually is only 8,500. Only 8,500 young men and women are being trained to fill 15,000 jobs, or about two futures for every graduate. The parents are amazed at these figures. They ask, "Can John take Agriculture and get the required subjects to get into college?" You tell them that he can, and in nine cases out of ten you have gotten yourself a prospective student who otherwise might have taken a college preparatory program instead of Agriculture.

We need these brighter boys in agriculture just as much as they do in the other professions. We can get them if we go after them and let the people know of our program in Vo-Ag. We need them and the industry needs them. They are our leaders of tomorrow—our future farmers. □



A teacher explains the Vo-Ag program to a prospective student and his parents in the informal visit to the home. Kenneth Clark, Vo-Ag teacher at Fort Fairfield, Maine, is showing Jerry Bishop and his parents some materials which help to explain what the Vo-Ag program is like. Such meetings tend to get boys off to a good start if they decide to enroll.

# A young farmer group can be organized!

**Selection is a factor which must not be overlooked.**

T. G. ROCKETT, Vo-Ag Instructor, Caldwell, Texas



T. G. Rockett

"TOO long the vocational agriculture teacher has limited his program to teenage high school boys. The adult program has been a half-way program, the tag-end of the Vo-Ag teacher's day-school program."

This statement was made in an address before the National Vocational Agriculture Teachers Association Convention in St. Louis, Missouri, by Herbert L. Schaller, editor of *Better Farming Methods*.

Editor Schaller further states that from his intensive travels and conversations with farmers, teachers and Ag leaders, he foresees a strong adult program in the future. "In 1976, the Vo-Ag teacher will have a well developed, operating and successful post-high and adult course. Here lies the most fertile field of development. Here is where the teacher has the greatest contribution to make—to those who are actively engaged in or preparing to enter the business of farming," states Schaller.

No doubt there are many departments that are presently carrying on outstanding in-school and out-of-school programs. But, Herb Schaller has presented us with the issues on the over-all National level.

## Where to Start?

This is the problem and where do we start? How can we begin to meet this trend that is predicted to be in all of the vocational agriculture programs within the next twenty years?

It is my belief that a strong FFA program\* can be the "main springboard"

from which to branch out to reach the post-high school youth and adult farmers. From the FFA program, the step into young farmer work would be a relatively easy one to take.

To explain my point, I would like to cite my personal experiences.

Before 1954, I had been subjected to much literature and information on the "WHYS" of having a young-adult farmer program in addition to the FFA Chapter work, which I felt kept me fully employed in maintaining the standards of its over 80 members. With the idea "What Have I To Lose" in mind, I decided to give a little effort to this young farmer program. From personal on-the-farm contacts with young farm operators, the response was much more favorable than I had ever expected. I must state at this point, that during these interviews, these young men sold me on the young farmer idea and the need for an organization, and most of them offered their fullest cooperation in promoting the idea to other young farm operators.

## Young Farmers Are Interested

After a number of young men had been contacted, it was felt that the time had arrived to call a meeting of all who were interested to determine what further steps should be taken. On an August night in 1954, fifteen young farmers attended the called meeting. In this group one could see the cross-section of farmers found most anywhere in the United States. Livestock men, crop farmers, poultrymen, dairymen, veterans and non-veterans, farm owners and renters, full-time and part-time farmers made up the group. A large majority had previous experience in the FFA. This group had

\*The author uses "FFA program" and "FFA chapter" here as being synonymous with the in-school program. (Editor)



Young farmer Daniel Stefta and his father shown unloading and packing corn silage in a trench. The silage will be fed to the dairy herd which is operated on a partnership basis between the two Stefta boys and their father.

one main thing in common. All were vitally concerned with the obstacles that confront today's young farmers. Needless to say, formal organization that night was only a formality and after the election of officers, the group voted to charter with the State Association.

Today, the Caldwell Young Farmers can look back to two and one-half years of activities and accomplishments with great satisfaction.

Two of the Chapter's members have been selected as outstanding young farmers on the state level. One member is an officer in the Texas Association. The Chapter was selected the "most outstanding Chapter in Texas" during 1955-56. The twenty-eight members recently constructed "Welcome" signs and erected them on the highways leading into Caldwell.

## Young Farmers and FFA Cooperate

Of all its accomplishments, the Caldwell Young Farmers are most proud of its working relationship with the local Future Farmer Chapter. At the past two State Conventions of the FFA and Young Farmers (held simultaneously), an average of twenty members of both organizations attended. From this point of cooperation, the two groups united to sponsor stage shows as a joint fund raising activity. In addition, the Young Farmers have set up an award to be given to the FFA member who does the most outstanding job in improved crop production. On the other hand, the FFA

(Continued on page 229)



Caldwell's Edward Homeyer being presented the outstanding young farmer award by officers of the Texas Association. The presentation was made at the Texas Young Farmer Convention held at Houston.



A panel of Caldwell young farmers discussing the organization and operation of a young farmer Chapter. The discussion was held before an adult education class at Texas A&M College.



A group of young farmers, their families, FFA members and businessmen attending the annual Young Farmer-Family Night Banquet. The Caldwell Young Farmers use the occasion to present awards and give recognition to those who help support their program.

engages in numerous activities to assist the Young Farmers. Both organizations function entirely separate from each other but their cooperation leaves little to be desired.

#### A Program of Work

At the beginning of each fiscal year the Young Farmers outline a Program of Work which the group plans to follow during the coming year. The work program includes the scheduled monthly program, proposed tours and a list of all the activities that the Chapter plans to accomplish during the year. The highlight of the year is the night that is set aside for the Young Farmer-Family Night Banquet. This is the night that the members pay special tribute to their

families. At this banquet, special recognition is also given to the young farmer, FFA member and businessman who contributes most in promoting the Young Farmer program.

Local members have served on panel discussions before college groups, Farm Bureau and other farm groups to discuss the operation of the young farmer program. This alone has given invaluable leadership training to these young men of the farm.

Our community is fortunate to be located geographically so as to have an abundant supply of farm specialists almost at its finger-tips. The Caldwell Young Farmers use this personnel to contribute to their programs. Experiment Station and Extension Service personnel

at Texas A&M College, as well as local agricultural agencies, representatives of commercial agricultural companies and State Legislators have played their part in presenting programs. One thing can be said, all of the programs have been on current and interesting topics. Such programs as Farm Safety, Soil Improvement, Irrigation, Insect and Disease Control, Trends in Farm Family Living, Farm Legislation Problems, Farm Taxes and Farm Electrification are some of the programs that have been presented.

The Chapter members have received much pleasure and useful information from agricultural visitors to their meetings and at their homes. Agriculturists from Brazil, Columbia, Egypt and many of our own states have visited us to study the local operation of the Young Farmers group.

#### It Can Be Done

These are the activities of a group of young men in one farming community. These are the activities of a group of young men who are often overlooked in a community. They live in every community, often in that far off corner on the seldom traveled country road. Individually, they are not seen nor heard from too often. But as an *organized group* they will put agriculture on the move. They have the energy, will power and desire to put into operation the seemingly most trivial ideas. How do I know? *I have seen it done time and again for the past two and one-half years.* □

## Win the best with a challenge

**The students you get may reflect the standards of achievement you seek.**

CARL BEVARD, Vo-Ag Instructor, Lisbon, Maryland.



Carl Bevard

A challenge faced by the Vocational Agriculture Department in many schools is how to prevent the enrollment in Vo-Ag from becoming made up largely of those boys who are slow learners, or who for various reasons find the varied activities of the course less demanding of their talents than the standards required in academic classes. Guidance departments cannot be blamed for a tendency to encourage this situation if such an expedient is an answer to their problems. Also, it is the responsibility of the guidance counselor to encourage pupils to enroll in courses that will cause them to develop their abilities to the greatest extent.

Irrespective of the content of the course, the methods used, or the subject matter covered, the ultimate determinant of the kind of boys enrolled in Vo-Ag depends upon the enthusiasm and the degree to which they are challenged to

use all subject matter to its maximum value.

To many, the word "vocational" has the connotation of specialization, particularly as applied to mechanical skills. However, farming is an occupation in which every level of education can be used to an economical and cultural advantage. For the sake of our nation and of farming it is our responsibility to encourage and develop among our future farmers the spirit of learning, commensurate with one's ability to learn. The satisfaction of learning for a goal higher, more realistic and rewarding than a passing grade, must become the essence of the Vo-Ag classroom.

Vocational Agriculture affords in many schools the only opportunity for the boys to apply in a practical way nearly all subject matter from the simple skills learned in grade school to those of an academic nature. This opportunity is lost if those enrolled are required only to meet a mediocre standard. For instance, a unit on lime need not end for the more capable student with the understanding of its fundamental effects upon the soil. Those with a knowledge of chemistry, or the ability to learn readily, might be challenged to learn the various compounds of the soil which are

dependent upon lime and the physical and chemical interaction resulting from their presence. Also, with the tools of simple mathematics and chemistry, the better students might determine the percent of calcium in the three common types of lime used on the farm.

In the shop, the more capable students should not be allowed to acquire a few simple skills for a passing grade. A unit in electricity need not stop with the identification and use of the various kinds of electrical appliances. The simple principles of physics find many uses in the shop. The study of the voltage regulator, generator, starter, coil, and battery on a tractor makes possible the study of the principles of electricity when and where interest is keenest because of the first hand experience with the object of study. What better way is there to study a fundamental law of physics, the conservation of energy, than by a study of the gear ratio on a tractor where the practical objective is the change of horse power for mechanical advantage?

There is very little subject matter taught in high school that does not have a practical application in the agriculture classroom. Requiring the use of simple geometric laws in the construction of shop projects should be a foregone conclusion for students who have studied those laws. Boys who are studying trigonometry, should be encouraged to make accurate application of its use in constructing angles and using formulas where they could make their work more accurate and educational. A mixture of

(Continued on page 230)



# Industry provides a field day

## A manufacturing concern conducts a workshop for Wisconsin teachers.

NEAL C. NICHOLSON, Vo-Ag Instructor, Hartford, Wisc.

**A**N experiment by the Allis Chalmers Co. of Milwaukee in sponsoring a down to earth workshop for Vo-Ag teachers in southeastern Wisconsin proved to be very successful and very educational in acquainting the instructors with new developments in farm equipment. With the advancement in new and modern farm equipment it is often very difficult for the busy Vo-Ag instructor to keep properly informed on what is taking place in the field of farm equipment manufacture.

The work shop included explanations of the engineering features of the tractor, plow, disc, drill, manure spreader and subsoiler by engineers and representatives of the company. In addition there was demonstrated, under actual farm conditions, how each machine operated. Each Vo-Ag instructor was given an opportunity to operate each machine if he so desired. The ability to properly operate a machine and discuss the many features of new farm equipment is one good way for the Ag instructor to really get to know his farmers and students. Today students are definitely mechanically minded and are interested in the design and the operation of new farm equipment.

### Types of Assistance Varied

Several devices which could be made by students or teachers as teaching aids in illustrating the principles involved in making proper adjustments of hitches and plow settings also were shown. Such devices used in the classroom not only would make the job of teaching easier for the instructor but would make the explanation much clearer and understandable for the student.

This field day was not devoted alone to the merits of the special features of the Allis Chalmers farm equipment but considerable time was spent on the value of proper maintenance of farm machinery. New developments in the types of oil designed for the type of work the

tractor is to do were discussed. Fuels too have changed. The high catalyst fuels of today do not hold up under long storage on the farm. Fuels are designed to be used in the different seasons of the year and should not be carried over from one season to the next. The engineers stressed the importance of the proper care of the air cleaner in relationship to the efficient operation of any make of tractor. Oftentimes the air cleaner's importance is underestimated and neglected. It was pointed out that the kind of dust or dirt found in dirty air cleaners didn't seem to make any difference, it all had about the same wearing effect upon the engine.

### Workshop Well Planned

The over-all workshop sponsored by the manufacturer for Vo-Ag teachers was well planned and seemed to serve a real purpose. The idea caught fire when Carl Schuster, former Vo-Ag teacher and veteran trainer went to work for the Allis Chalmers Co. Having had the experience of being an Ag instructor, Carl sensed the need for more such training for other teachers. Members of the state department of Vocational and Adult Education and Mr. James Merson, Dept. Head, Agricultural Engineering of the California State Polytech College and a goodly number of Vo-Ag teachers gave their stamp of approval on this type of a workshop as a real means of giving information and practical experiences.

Significant was the fact that the workshop was held on a Saturday from 9:00 a.m. to about 4:00 p.m. which meant that the instructors attending deprived themselves of some of their free time that might have been spent at home with their families or possibly on a fishing trip. This indicates that this workshop must have been rather worthwhile. The company provided the coffee and doughnuts for the morning coffee break and an excellent noon meal for the group.

### Need for More Such Workshops

We as Ag teachers must realize that such a workshop took a great deal of planning and time from employees of the company. Their efforts to help us do a better job in teaching our students should not go unrecognized. However most types of industry, I believe, are willing to give their time and effort to help Vo-Ag teachers become better informed on new ideas and developments in their field if they know just what we want. It is certainly good public relations from the manufacturer's standpoint and very informative for the Vo-Ag teacher. Let's have more of this type of workshops. We are bound to do a much better job of teaching. □

## Win the Best - - -

(Continued from page 229)

concrete does not have to be limited to the "how." If a pupil is making a trapezoid form, he could calculate the volume of cement needed to fill it. Understanding such a formula is a prerequisite to the study of solid geometry as well as its practical use.

To make the best use of subject matter, the ingenuity and energy of the teacher and his desire to learn are constantly demanded of him. Unless the better pupils are urged to do their best, whether or not they are farm boys, they will choose purposely or otherwise a course of study that more appropriately recognizes, encourages, and makes possible the satisfaction that comes from learning.

The better students will come to Vocational Agriculture and stay there when the agriculture teacher feels and tries to convey a love and enthusiasm for learning. Let us give Vocational Agriculture the reputation of really educating all who enroll, and dispell the idea that a passing grade is all that is needed, sought, or taken from the agriculture class. □

The number of paid subscribers to the *Magazine* in February (the latest figure available when this was written) was 9,358. This was over 600 more than for the similar month a year ago.



Wisconsin teachers get instruction on the operation of new equipment under field conditions.



The teachers took a real interest in the explanation of the technical aspects of modern equipment.

# Who enrolls in adult farmer courses?

## An Illinois study produces some useful findings.

LLOYD J. PHIPPS, Teacher Education, University of Illinois.



Lloyd J. Phipps

DO the younger farmers enroll in adult farmer courses or is it the older farmers? Is the enrollment composed primarily of owners or primarily of renters? Do farmers who farm large acreages enroll in adult farmer courses more frequently than farmers who farm small acreages? Does the amount of formal schooling influence the enrollment in adult farmer courses? Does previous enrollment in adult or young farmer courses or in courses for veterans influence enrollment in an adult course? Do different courses attract different types of adult farmers?

To obtain information regarding these questions, a study was made in 1955 which involved 83 adult farmer courses in 63 communities in Illinois.

The typical age of the 994 farmers studied was 35 to 45 and the median age was approximately 43 years. Eighty-one per cent of the farmers were between the ages of 25 to 55. It thus appears that adult farmer courses appeal to farmers of all ages, but they probably appeal most to the farmer of middle age who has been farming for several years, who is fairly well established in farming, and whose children are past infancy. Some persons believe that adult farmer courses appeal most to the farmer of 35 to 45 years of age because at this age he has usually progressed to the point where he has some uncommitted capital and time for use in improving his farming operations. He is interested in additional education in agriculture at this age as a means of learning how to use his uncommitted capital and time wisely.

TABLE I

Ages of 990\* Farmers Enrolled in 83 Adult Farmer Courses in Illinois

Ages	Number of Enrollees
Under 25	80
25-34	251
35-44	335
45-54	220
55-64	80
65-74	24

\*Four of 994 farmers studied did not indicate their age.

### Farming Status

Among the 994 adult farmers studied, the number of renters and owners was almost equal, and these two farming

status groups constituted over 75 per cent of the enrollees.

Sixty-seven of the 994 farmers gave no information regarding their farming status. They may have overlooked the question, but it is the writer's opinion that a number of these 67 were not farmers. They may have been land-owners, men in businesses closely related to agriculture, or individuals interested in agriculture.

TABLE II

Farming Status of All Farmers in Illinois and the Status of 927 Farmers Enrolled in Adult Farmer Courses in 63 Communities in Illinois

Farming Status	All Farmers in State*	Percentage	Adult Farmer Enrollees***	Percentage
Partnership**			141	14.2
Renter	61,765	35.1	377	38.9
Owner	113,238	64.5	364	36.7
Manager	540	.3	45	4.5

\*1954 Census.

\*\*No data in census on partnership status.

\*\*\*When individuals could be classified in more than one category, the higher category was selected for tabulation purposes.

It appears from the data that the adult farmer courses studied attracted farmers in all status groups. However, when the data are compared to the number of farmers in each status group in Illinois, it appears, as shown in Table II, that in proportion to their numbers the courses seem to be enrolling more renters than owners. If this situation is true for all adult courses, it may indicate that some consideration should be given to the offering of courses specifically designed to meet the needs of owner-operators.

The courses studied attracted many farm managers as enrollees. This is a compliment to public school adult farmer education because most farm managers are professional students of agriculture and seek the best sources of help available to them.

### Size of Farms

Most of the farmers studied were farming from 100 to 499 acres. Only a

few were farming less than 50 acres or more than 1,000 acres.

If the 63 communities studied are representative of the rest of the state of Illinois as to size of farms, the farmers in these communities who were enrolled in the adult farmer courses, as shown in Table III, are farming the larger farms in their communities.

The percentage of farmers enrolled who operated farms from 180 through 259 acres was 8.4 per cent greater than the percentage of farmers in this acreage group in the state. The percentage of farmers enrolled who operated farms from 260 to 499 acres in size was 8.2 per cent greater than the percentage of farmers in this acreage group in the

state. The percentage of farmers enrolled who operated farms over 500 acres in size was more than double the percentage of farmers in this acreage group in the state, and the percentage of farmers enrolled who farmed over 1,000 acres was several times greater than the percentage of farmers in this acreage group in the state. If adult farmer education in agriculture, provided by the public schools, is reaching the larger farmers, is it good or bad? In some respects, it is good. It indicates that the courses offered must be worthwhile or the larger farmers would not be enrolling and attending. The public schools, however, are supposed to serve all the people. If the adult farmer education program offered by the public schools is discriminating against smaller farmers by the type of courses being offered, it is unfortunate and some adjustments should be made. In areas with many

(Continued on page 233)

TABLE III

Size of Farms of Farmers in Illinois and the Size of Farms of 963 Farmers Enrolled in Adult Farmer Courses in 63 Communities in Illinois

Size of Farm in Acres	All Farmers in Illinois*		Adult Farmer Enrollees	
	No.	Per Cent	No.	Per Cent
Total Number of Farms	175,543	100	963	100
Under 10	11,225	6.4	5	.5
10-49	21,883	11.8	20	2
50-99	24,028	13.7	64	6.6
100-179	49,266	28.1	295	30.6
180-259	34,707	19.7	271	28.1
260-499	29,504	16.8	241	25.0
500-999	4,504	2.6	54	5.6
1000 and over	426	.2	13	1.3

\*1954 Census.

This article is the first in a series of three by Prof. Phipps. The second will appear in an early issue. (Editor).

# The challenge of the slow learner

It will influence your attitude toward pupil selection.

FRED G. LECHNER, Graduate Assistant, Department of Agri. Engr., Michigan State University.\*



Fred G. Lechner

PROBABLY every vocational agriculture department in the nation has students in the department who are slow to learn. Many of these students under their present situations are instigators of trouble both in and out of the classroom. How many times have you heard the oft-expressed statement that, "If I could only get rid of these students, my department would really be top ranking"? Or perhaps, the vocational agriculture teacher thinks he is correct in assuming that the high school principal surely is using the Vo-Ag department as a "dumping ground."

Are Vo-Ag teachers truly plagued with more than their share of slow-learning students? Does it really matter whether or not this statement is true? Isn't it the Vo-Ag, as well as any other, teacher's job to teach all who enroll in his class if democracy in education is to prevail? If this be the challenge, then it behooves all complaining Vo-Ag teachers to make an unbiased reappraisal of the situation.

For purposes of clarity a slow-learning student is defined as one whose I.Q. score ranges from 70 to 90. Students whose I.Q. scores are lower than 70 comprise only 2% of our school population<sup>1</sup> and need to be trained by special teachers, perhaps in special classes.

Since psychologists to-date have not discovered the limits of learning capacity in any one individual, there is probably plenty of opportunity for all students in the Vo-Ag teacher's classes to improve in the process of learning. The teacher who recognizes significant differences in the learning performance among the students in his classes has already moved along one prerequisite step of the way toward helping a slow learner. All students have a desire to succeed in doing something. Many who cannot succeed in the learning situation which is imposed upon them show their desire for recognition through truancy, or delinquency. Others simply become the quiet, non-responsive type of individual. "When work is entirely beyond the slow learner's present ability, it is a natural consequence that poor attitudes will be bound to result."<sup>2</sup> Because of the many and varied experiences possible in a vocational agriculture class the Vo-Ag

teacher is probably in a better situation than other teachers to accept the challenge of helping the slow-learning student. Is there any reason why he should tarry longer? Let's look at the possibilities.

## Reasons Why Retardation May Have Occurred

Several reasons can usually be suggested to explain why a student is retarded. Any list of reasons usually contains several reasons which can usually be somewhat, if not entirely, eliminated by proper teacher attitude and teaching procedure. Six reasons are here presented for review.

"A boy or girl is a slow learner in school due to at least one of the following more common conditions:

- (1) unfavorable attitude toward his or her teachers or toward subjects and activities in the curriculum,
- (2) insufficient concentration on school work during and after hours,
- (3) defects in vision or hearing which may not be readily apparent,
- (4) mental deficiency which may or may not be detected easily,
- (5) poor instruction from time of entering school, or during one or more years since entering, and
- (6) poor health."<sup>3</sup>

Usually a combination of two or more of the above listed causes is present. The Vo-Ag teacher can give reasons number 1, 2, and 5 his serious consideration from the standpoint of being able to do something to help eliminate them.

Coupled with a knowledge of reasons for retardation the teacher needs to take a look at such factors as the socio-economic background and the emotional and social adjustment of his students.

## Relation to Opportunities

Evidence shows that the school achievement of an individual is positively correlated with his socio-economic status. Because the Vo-Ag teacher regularly visits the supervised farming programs of his students, he is in a unique position to study the socio-economic background of each student provided he takes advantage of his opportunity. With a sincere desire to obtain accurate socio-economic information, he can increase his teaching effectiveness many fold by properly analyzing his teaching procedure against the socio-economic background of his students. He may discover that the subject matter he is trying to teach to his students is not adaptable to their needs at the present time. It is, for example, a hopeless situation to try to

get a student to establish a strong supervised farming program when the home conditions, both farming set-up and parents, are not ready for it. Instruction in this case will need to take a turn in another direction, perhaps toward activities which may eventually help improve the student's socio-economic background so that he may prepare himself to establish the supervised farming program desired.

The social development of the slow-learning student is dependent on both his mental and physical development. His physical size and abilities create a need and a desire for many of those experiences of the average student of the same chronological age and physical growth. The slow-learning student is less capable of making adequate social adjustments for his age level as a result of his limited ability to learn from experience, to understand completely the more complex situations, to foresee consequences, and to form judgments. Unless this student is given special attention by the teacher to help him understand and participate in the experiences of his chronological age group, he will become progressively more and more emotionally and socially maladjusted.

## Teacher Attitude and Teaching Procedures

"Experience has shown that the child finds satisfaction in school and, as his efforts are rewarded with success, he will seek opportunities for further learning without the necessity of prodding or pressuring."<sup>4</sup> The slow learner has greater need than the normal student for planned opportunities in his school life for achieving some socially recognized success. The teacher must remember that this student will require more positive encouragement to work toward definite goals than will the normal student who more readily recognizes desirable goals and their purposes.

The students should have the opportunity to do things they can accomplish successfully, and when they do, they should be given words of praise.

"There is a good bit of evidence which shows that the harmony between ability and achievement produces the natural virtues. This does not mean that the slow learner should be coddled or fooled into success. Sometimes well meaning teachers give good marks only on the basis of simulated effort or just on outward show of trying. Slow learners are not so dull of wit as not to perceive this quality and to take advantage of it. Different but definite standards should be required and strictly adhered to. The slow learner has important learning to do on his own level. He needs to win his spurs through actual achievement. His success must be genuine; it must not be just a gratuitous gift from a benevolent teacher."<sup>5</sup>

The goal of improvement should be (Continued on page 233)

\*Vo-Ag Instructor and Supervising Teacher, on leave, Brighton High School, Brighton, Colorado.

<sup>1</sup>Blaha, M. Jay. How Shall We Select and Develop Appropriate Learning Experiences for the Slow Learner in the Senior High School? *The National Association of Secondary-School Principals*, 38:16-22, April 1954.

<sup>2</sup>Faerber, Louis J. Teaching the Slow Learner. *National Catholic Educational Association Bulletin*, 1954, pp. 349-53.

<sup>3</sup>Rosenberger, Homer Tope. What Should We Expect in Education? *The National Association of Secondary-School Principals*, 40:128-36, February 1956.

<sup>4</sup>Bishton, Rodger C. Why Experience Is the Key to Learning. *Exceptional Children*, 22: 191-34, February 1956.

<sup>5</sup>Faerber, Louis J. Teaching the Slow Learner. *National Catholic Educational Association Bulletin*, 1954, pp. 349-53.



achievable by all. The goal of being at the head of the class or only one to be recognized for outstanding achievement in an activity is too limited for all students to share in the success experience of goal achievement. With prior continuous failures a student may be so beaten down that he expects nothing of himself, or he ignores his failures by expecting totally unrealistic goals.

Teachers must be realistic by suggesting that not everyone can win in a contest type of activity. They must emphasize that it is more important that everyone set his own individual goal to try to do better than he did in previous attempts at a particular activity. The teacher should give more help to the slow learner in setting his individual goals so that the level of proposed achievement is not so great that it cannot be reached.

#### Reward vs. Punishment

That rewards influence learning is beyond a doubt. The question becomes, *how can they be appropriately used?* The slow learner is sorely in need of rewards. Although reward or praise alone is not the complete answer, it is much to be preferred over punishment. When a student is rewarded, he understands that he is progressing in a desirable manner. However, when he is punished, he is usually only impressed with the fact that he is not doing the right thing; he is not told what to do. The result may simply be an emotional upset. The results of award are more permanent so far as learning is concerned than punishment, whereas the effects of punishment are primarily emotional and affect performance rather than learning. Punishment is only justified when it is necessary to redirect behavior so that the desired behavior can occur and be rewarded.

Slow-learning students need to be treated with patience, understanding, and respect for themselves as individuals. The teacher's attitude is important in determining the student's attitude toward himself. For this reason "the teacher must continually guard his own actions and attitudes. He must be careful to instill in the pupil a feeling of confidence and self-esteem. The teacher should learn the student's interests and try to share them, and to look at things from his point of view."

Student aptitude and interest are important elements to success in teaching. The teacher is in a key position to help students receive stimuli which will result in continuous learning and development. He should be especially careful to help guide the slow learner into experiences that will help him to achieve the goal sought. As the slow-learning student learns to meet problems independently, he will develop a feeling of responsibility and he will learn to conduct himself in a way that is socially acceptable.

#### Selection of Methods

The teacher needs to be as concrete as possible in his use of instructional methods when teaching the slow learner.

Methods used to meet the needs of the slow learner also appeal to the normal student and are recognized as most effective in teaching any student. The use of demonstrations, charts, maps, drawings, blackboard work, films and other visual aids will prove very helpful. He must (1) keep his illustrations on the level of the student, (2) provide audio-visual experiences, (3) provide experiences in manual activities, (4) provide experiences which are immediate and practical, (5) be sure the experiences are vocational, (6) give guidance in study, (7) utilize any special abilities the student may possess, (8) offer experiences in the simpler concepts, (9) provide well directed supervised study, and (10) give special consideration to the fundamental tools of learning.

#### Participation in FFA

The many merits of the Future Farmers of America organization have been expounded from many positions. Too infrequently, however, no mention is made of the value of this organization as a very real means of helping the slow learner to discover himself and to start making progress in much needed learning and social adjustment. Many vocational agriculture teachers can no doubt recall many cases of slow-learning boys who were given that "needed lift" because they were somehow encouraged to participate in an FFA activity which was challenging and which lead to a

successful experience. The type of activity was perhaps unimportant. What was important was the fact that those boys discovered for themselves that they could perform as well or better than other students in certain activities, and because of this experience they gained some very much needed self-confidence. The key to the whole situation is probably two-fold. First the boys were participating in activities which carried real-life meaning for them and second, the FFA organization provided a sincere means of recognizing outstanding achievement. These same students would never have succeeded in gaining any sort of recognition in other school activities simply because they were not interested or because the other more adept students were always in control of the activities.

The opportunities for the Vo-Ag teacher are many, interesting and challenging. When concerted effort has been put forth to truly be of service to the slow learner, it becomes pleasantly challenging to continue the search for more effective teaching methods and FFA activities. More effort directed toward doing something for the slow learner rather than talking about him is sure to reap a harvest which will help all vocational agriculture students to realize a new dawn not only in agriculture but also in their own individual progress as students learning to cope with present as well as future problems of life adjustment. □

#### Who Enrolls in - - -

(Continued from page 231)

small-acreage farmers, teachers should probably consider the feasibility of organizing separate courses especially designed to meet the needs of farmers operating small acreage farms.

#### Schooling

Farmers with all levels of formal schooling were represented among the 994 farmers studied. The mean number of years of school completed was 10.6.

Two hundred and eighty-four or 30 per cent of the 943 enrollees, who indicated their formal schooling, had com-

pleted eight or less years of school. Five hundred and forty-five or 58 per cent had completed one to four years of high school, and 114 or 12 per cent had completed one or more years of college.

It is the writer's opinion, based on empirical evidence, that the mean amount of formal schooling of the adult farmers studied may be slightly greater than the mean amount of formal schooling of all the farmers in the communities studied. In the communities studied, it appears from the data available that the adult farmer programs are not catering, as indicated by the formal schooling of the enrollees, to the farmers with the most education. The courses also seem to be attracting successfully the farmers with a vast amount of formal education. It appears that the amount of formal schooling was not a determining factor regarding who enrolled in the courses.

An interesting statistic is that 46.9 per cent of the farmers studied had been enrolled previously in one or more adult farmer courses. Additional studies are probably needed to discover whether there is a tendency to continue to serve the same clientele in a community instead of designing a program to meet the needs of all farmers in a community.

#### Conclusion

It appears that in the communities studied, the adult farmer programs offered by the public schools are reaching fairly representative groups of farmers in the communities in regard to age, farming status, size of farm and formal schooling. □

TABLE IV  
Number of Years of Formal Schooling  
Completed by 943 Farmers Enrolled  
in Adult Farmer Courses in Illinois

No. Years of Formal Schooling	No. Farmers
4	23
5	8
6	12
7	14
8	227
9	47
10	58
11	36
12	404
13	32
14	28
15	13
16	31
17	6
over 17	4

\*Lerch, Albert M. What Can You Do With Them? *The School Executive*, 74:58-9, April 1955.

# Placement for farm experience

**Your reaction to this idea can affect your views on selection of students.**

WM. PAUL GRAY, Teacher Education, Colorado A & M College.



Wm. Paul Gray

**S**TUDENTS who are lacking in farm experience on a farm are placed on a farm for additional experience because they are not living on a farm or because the home farm facilities provide inadequate opportunities for farming programs.

We teachers of vocational agriculture are likely to be well-nigh unanimous in our opinion that this should be the exception and not the rule. Also we should agree that it is a form of apprenticeship under an experienced and skilled operator and, perhaps most important, the placement should be on a year-round basis.

There are many responsibilities relative to this placement for farm experience; responsibilities which should and must be shared by a student, the parents, the teacher and the employer. Shall we take a look at these responsibilities?

## a. Responsibilities of the Student—

- (1) Must work at least six months on the farm.
- (2) Must realize that experiences are a definite part of instruction in vocational agriculture.
- (3) Must get a variety of experiences; take in full cross section of enterprises involved.
- (4) Must cooperate with all parties involved, especially the employer.
- (5) Should sign and fulfill an agreement for on-the-farm work.
- (6) Make written plans for all management experiences to be carried out by student.
- (7) If possible, plan, care for and keep records on a production enterprise.
- (8) Carry out instructions of his employer and teacher.
- (9) Do an honest day's work.
- (10) Conduct himself as a good citizen, show respect for his employer and his family.
- (11) Maintain record and diary of experiences.

## b. Responsibilities of Parents—

- (1) Make effort to understand placement for farm experience, have proper attitude, cooperate and abide by boy's agreement for work on the farm.
- (2) Must cooperate with the employer, teacher and school.
- (3) Must make certain that boy fulfills agreement, carries out plans, etc.

## c. Responsibilities of the Teacher—

- (1) Help student to secure placement for on-farm experience.

(2) Convey to the employer the understanding that he is a part of the training program.

(3) Have joint meeting with all parties involved.

(4) Direct and guide student into properly setting up all arrangements with the employer.

(5) Assist and guide the student in planning and setting up his program.

(6) Supervise the activities of the boy through periodic visits to the farm.

(7) Follow up, evaluate and make reports on student.

## d. Responsibilities of the Employer—

(1) Give the student a variety of experiences.

(2) Review the boy's plans and help revise them in any manner possible.

(3) Pay the student an honest wage; understand there is to be no exploitation of boy's time, etc.

(4) Cooperate with the teacher, parents and school.

## e. Responsibilities of the School—

(1) Approve of the idea of farm-placement.

(2) Approve the place where the student will work through recommendation of the advisory council. (Should be covered in department policy statement.)

(3) Provide teacher cooperation, guidance and assistance to give the student every opportunity to improve himself through the experiences on the farm.

(4) School district should be responsible for "covering" student through school insurance plan. Recognize this to be a 12 months training proposition. Attempt to provide for insurance fee in vocational agriculture fee or tuition.

You as the teacher will find many troubles eliminated if you use the following criteria for student placement for farm experience.

1. Will the training provide experiences in the type of farming for which the boy is preparing?
2. Will the farm operator be able and willing to help the boy acquire new abilities?
3. Will the farm operator be willing to cooperate with the school in educating the boy and in evaluating his program?
4. Will the situation provide opportunities for managerial responsibilities?
5. Will the living conditions be wholesome?
6. Is the plan understood and agreed to by all parties?
7. Are there possibilities for establishment in farming being developed through this media by the boy?
8. Will the situation provide a wide variety of experiences?

It stands to reason that the job of providing on-the-farm experience would not be complete unless some means for evaluation is included. It appears each boy should be rated on a scale as to how he performed as a worker. Such factors should be considered as dependability, his interest, whether or not he was ambitious and industrious. He should be rated on how thorough he was in doing his job, how efficient he carried out his chores and to what extent was he faithful. As a person the student should also be rated on such factors as cleanliness, appearance, manners, honesty, attitude and disposition. He should have shown considerable cooperation, tactfulness and have been sociable to the folks for whom he worked.

There are several types of evidence that may be considered in evaluating the student's experiences on the farm, they are:

1. New and approved management jobs learned
2. New and approved operative jobs performed
3. New and approved farm skills mastered
4. Evidence of industry
5. Habits formed and attitudes developed
6. Evidences of dependability and honesty
7. Managerial responsibilities developed
8. Evidence of achievement of objective established by pupil previous to being placed on the farm

We have been talking entirely about the student. In order to know where we stand as a teacher with this student placed for farm experience, perhaps we will profit greatly by evaluating the employer, using the following criteria—

1. Was he fair to the pupil?
2. Did he provide opportunities for the pupil to participate in a large number of varied activities?
3. Did the employer stress farm safety with the boy?
4. Did the farm family provide desirable living conditions for the boy?
5. Did the farmer abide by his agreement regarding wages and types of experience provided?
6. Did the farmer use desirable training procedures?
7. Did the farmer provide the boy an opportunity to conduct production projects? Improvement projects? Ample opportunity for supplementary skills?
8. Did the employer cooperate with the teacher and the school?

Many teachers of vocational agriculture who have placed students for farm experience have no doubt regretted they did not have some kind of agreement with the student, his parents and the employer. With some definite understanding at the beginning among all persons concerned of what is expected many headaches for many vocational agriculture teachers can be eliminated. □

*Editor's Note—Space did not permit including a sample form of agreement provided by Prof. Gray for the purpose of inviting critical examination. A copy can be obtained by request made directly to him.*

# 1957 program of work of the Agriculture Education section, AVA

LLOYD J. PHIPPS, Secretary, Agricultural Education Division, American Vocational Association.

AT each annual convention of the American Vocational Association, the standing committees of the Agricultural Education Division report their activities of the previous year and present their program of work for the following year. The standing committees of the Agricultural Education Division of the AVA are (1) Professional Information, (2) Professional Relations, (3) Standards and Policies, (4) Research, and (5) Teacher Education.

Following are abstracts of the reports and plans submitted by these committees before the Agricultural Education Division of the AVA in St. Louis, December 3-7, 1956.

## PROFESSIONAL INFORMATION

A major project of the Professional Information committee has been the securing and publishing of announcements in the *Agricultural Education Magazine* of the teaching aids available from each of the several states. This project is to be continued and given further emphasis during 1957. A suggested format for reporting the teaching aids available will be prepared and sent to each of the regional representatives on the committee. The regional representatives may duplicate this form and send copies of the form to each of the states in their regions.

A sub-committee of the Professional Information committee is developing a coding system for agricultural publications. The National Project in Agricultural Communications (NPAC) and Ohio State University are cooperating in the project. The NPAC has made \$2,000 available for the project and Mr. Howard L. Miller has been secured, beginning January 1, 1957, to conduct the project. The Professional Information committee plans a meeting with Mr. Miller immediately prior to the 1957 AVA Convention.

Respectfully submitted,  
S. S. Sutherland, Chairman,  
Pacific Region  
M. Henderson,  
Central Region  
Robert J. Bishop, NVATA  
A. W. Tenney,  
U. S. Office of Education  
Joe P. Bail,  
North Atlantic Region  
J. R. Powell, Inter-region  
Ralph Woodin,  
Sub-committee member

## PROFESSIONAL RELATIONS

In 1956, the Professional Relations committee set for itself the task of studying and identifying those practices and procedures which have been most effective in developing desirable relationships with school administrators, other school teachers, non-governmental rural organizations, and federal and state governmental agricultural agencies.

Mr. Charles Oliver, Teacher-Trainer in Massachusetts, in 1956 conducted a study in Region IV relating to the practices and procedures teachers of vocational agriculture were using in promoting desirable relationships with the four groups listed in the previous paragraph.

In 1957 the committee plans to give continuing emphasis to the task outlined for the committee in 1956. The committee proposes that the study made by Mr. Oliver in Region IV be expanded into a nation-wide study. The committee accepted the offer of the services of Mr. Oliver for conducting the nation-wide study. A grant of \$300 to help finance the study has been promised by the Sears Roebuck Foundation. The committee believes that for the present, its efforts should be devoted to the proposed nation-wide study, and it requests the assistance of all persons engaged in agricultural education to aid its completion.

Respectfully submitted,

H. M. McDonald, Chairman,  
North Atlantic Region  
A. R. Bunger, Pacific Region  
Hampton Hall, Central Region  
C. B. Jeter, Inter-region  
Kenneth Henderson, NVATA  
W. T. Spanton,  
U. S. Office of Education

## STANDARDS AND POLICY

The Standards and Policy committee recommends that an advisory committee to the Agricultural Branch of the United States Office of Education be continued and that Dr. Spanton and his staff should select the committee, including representatives from (1) all groups in agricultural education, (2) farm organizations, and (3) others.

The committee recommends that the executive council of the Agricultural Education Division of the AVA submit names of persons to the agricultural representatives of the AVA nominating committee for the office of Vice-President of the agricultural section. The committee also recommends that the executive council consider possible nominees for any officers or committees selected by the Agricultural Education Division.

The Standards and Policy committee recommends to the committee planning the *Policies Bulletin* that the same minimum number of meetings and total hours per course be required in both reimbursed young farmer and adult farmer courses.

The committee recommends that the Assistant Commissioner for Vocational Education in the U. S. Office of Education be requested to send to each member of the Standards and Policy committee a copy of the general policy and those policies related to agricultural

education that are being proposed in the new edition of *Policy Bulletin Number 1*, and that the Assistant Commissioner take into consideration the Standards and Policy committee's recommendations regarding policies for agricultural education, which they will make following the 1957 AVA Convention in Philadelphia.

The committee recommends that steps be taken by the Board of Trustees of the National Association of FFA at the January, 1957, meeting to amend Public Law 740 to permit NVATA to have a representative from each of the four regions on the Board of Directors of the National Association of the FFA.

The committee recommends that the Board of Trustees of the National FFA Foundation take action in their January, 1957, meeting to increase the size of the Board of Trustees to include a representative of the NVATA from each of the four regions.

Respectfully submitted,

R. C. S. Sutliff, Chairman,  
North Atlantic Region  
Bert Brown, Pacific Region  
Luther Hardin, NVATA  
Weber J. Parent,  
Southern Region  
C. E. Bundy, Central Region  
William T. Spanton,  
U. S. Office of Education

## RESEARCH

Experiences in assembling the "Summaries of Studies" for the annual supplements to Bulletin 180 were reviewed by the Research Committee, and it was agreed that every effort shall be made to have the summaries prepared properly in exact conformity to the prescribed format, and to have the reports completed no later than July 20, 1957, in order that (1) condensed summaries may be used at the Philadelphia Convention in August, and (2) the complete manuscript copy may be submitted to the U. S. Office of Education early in September.

It was reported that the lists of "Studies in Progress" which are being published annually in the May issue of the *Agricultural Education Magazine* are proving very useful in the field, and it was agreed that the publication of these lists should be continued. It was further agreed that care should be exercised in all regions to report each study only once in these lists, probably when the study is advanced enough in the planning and/or work stages to assure completion within a reasonable time.

The committee welcomes with enthusiasm the announcement by Dr. W. T. Spanton of a definite prospect for the appointment of a specialist in service studies and teacher-training to the staff of the Agricultural Education Branch in the U. S. Office of Education. Furthermore, to assist in expediting the national study of young farmer instruction the representatives of the several regions will accept responsibility for the first phases of the study in their respective regions. They will enlist the cooperation of state supervisors and teacher-trainers in distributing the data gathering schedules already prepared, and will

(Continued on page 236)



# Factors to consider in planning farming programs

**They will affect the understandings needed in selecting students.**

R. J. DELORIT, Teacher Education, Wisconsin State College, River Falls, Wisconsin.



R. J. Delorit

**G**OOD farming programs and effective teaching are inseparable — neither one can be realized without the other. Good farming programs, however, are not accidental but are the result of careful planning, patience, and hard work. While these

facts have long been recognized, mediocre or half-hearted planning is still in evidence in some of our departments today. Inasmuch as the usual steps in planning farming programs are well known, it would appear desirable instead to discuss a few of the factors which may improve our planning.

## Know Their Purpose

Unfortunately a small group of teachers still regard farming programs as a requirement rather than an asset and as a result spend little time in planning. This lack of faith may in many cases be derived from non-functional programs which are the result of poor planning. Planning farming programs requires a great deal of time by busy teachers, and the additional non-agricultural teaching load or activities required of some teachers makes it necessary for them to slight some activities. Teachers who have slighted farming programs because of such conditions should re-evaluate their activities with respect to their importance to the objectives of vocational agriculture.

## Need for Continuous Planning

One of the weakest links in our farming programs today is the lack of continuous planning. Much emphasis has been placed on the formal type of planning which is done in the fall when students are beginning a new farming program year. Certainly the importance of this planning cannot be questioned, but planning too frequently is limited to this period. Some of the most effective planning is done informally during supervision visits and in informal discussions with the student in and out of school. The suggestions, guidance, and encouragement given at such times, although hard to measure, have a tremendous influence on the student. The potentialities of informal planning have not been fully recognized and far too little emphasis has been placed on it. Formal planning should be the culmination of the total year's planning.

## Include All Parts of the Program

In addition to being continuous, good planning should also be comprehensive.

Planning should not be limited to productive enterprises with the development of improvement and supplementary enterprises left to chance. Comprehensive and continuous planning require close supervision, accurate records by the student, and the analysis of these records. Frequent visits do not necessarily insure close supervision. Supervisory visits, no matter how frequent, which do not take advantage of teaching situations, contribute little toward achieving continuous planning or the objectives of farming programs. Teachers who make a realistic number of visits and exercise keen observation as well as utilize teaching opportunities, can be of great help to a student in planning activities which embrace and coordinate productive, improvement, and supplementary enterprises.

## Recognize Progress Made

All teachers are cognizant of the fact that good planning involves the boy's parents and takes into consideration such factors as size of farm, type of farming, facilities, and financial status. Yet we frequently tend to judge the student's work on the basis of his total accomplishment rather than on the basis of his progress. We must recognize that not all students can have ideal farming programs. We must adjust our planning to provide for maximum training under the conditions which exist. Teachers who use this criterion will find their planning efforts well rewarded and their work stimulating rather than discouraging. Let us not make the mistake of discouraging sincere student efforts by setting up one set of goals which is within the reach of a few but beyond the reach of many. Ownership is recognized as a factor which stimulates greater interest and effort on the part of the student. We cannot afford, however, to sacrifice scope for ownership to the point where the farming program no longer provides effective training. A necessary scope may make ownership practically meaningless but we will not have lost sight of our primary objective.

## The Place of Records

Record analysis should play an important role in the planning of farming programs. To be of any value such records must be accurate. The accuracy of such records depends to a large degree on the supervision and guidance of the teacher. However, we unwillingly encourage inaccuracies when we require students to use record books which are beyond their abilities. Likewise we sometimes stifle initiative by requiring students to develop lengthy, detailed plans which coincide with our ideas of an ideal plan. Many times it does not represent

## 1957 Program - - -

(Continued from page 235)

make the resulting data available to the specialist in research in the U. S. Office of Education.

Inasmuch as five years have elapsed since the series of articles "What Do Studies Show" was published in the *Agricultural Education Magazine*, and later in bulletin form by the Interstate Press, it is suggested that the studies centering about selected areas, such as farm mechanics, public relations, supervised farming programs, guidance, and so forth, should now again be summarized with particular reference to work completed during the last five years. Space has been assured in the *Agricultural Education Magazine* for this series of articles and the Committee on Research accepts responsibility for recruiting qualified persons to prepare the summaries.

It was agreed that committee member James Wall would secure copies of the lists of teacher problems being assembled by the NVATA from the state presidents of the agricultural teacher associations, that from these lists problems requiring investigation on a planned research basis would be selected by this committee, and that lists of these selected problems will be made available through the several regional conferences to the supervisors and teacher-trainers.

Inasmuch as there may be \$200,000 or more of vocational education in agriculture funds to be reallocated to the states soon after January 1, 1957, the committee recommends that consideration be given immediately by state officials to the establishing and/or activating of research projects which will contribute to the improvement and development of the program in agricultural education, and which can be completed largely before June 30, 1957.

In view of the fact that the U. S. Office of Education is expanding a division of research services, which will have funds available for cooperative research, it is suggested and recommended that workers in agricultural education should seek information about the plans for research to be supported by a special appropriation for this purpose, and should develop and submit plans for research projects to be evaluated in the U. S. Office of Education and conducted cooperatively with that office.

The committee respectively submits a resolution: That, because research must provide the basis for thoughtful and sound development of agricultural education and because the studies conducted by the workers in the different states may well provide the most significant

(Continued on page 237)

what the student plans to do or is able to do. Moreover, it masks the existing deficiencies and delays recognition by the teacher of the actual problems involved in the student's farming program. This is not meant to condone incomplete or elementary planning, but rather to suggest a realistic approach and realistic standards. □

## Assistantship and Fellowship Opportunities

### Aid available for advanced study in Agricultural Education.

**F**OLLOWING is a list of Assistantship and Fellowship opportunities in various Colleges and Universities for 1957-58, available to those persons contemplating graduate study in Agricultural Education.

Additional information regarding any of the opportunities announced here should be requested direct from the Head of the Department of Agricultural Education in the particular institution.

#### Cornell University—

Three Agricultural Education Assistantships, value ranging from \$1,800 to \$2,200 plus waiver of tuition, normally open to doctoral candidates in Agricultural Education.

Three General Teaching Assistantships, value ranging from \$1,350 to \$2,200 plus waiver of tuition, open to doctoral candidates in the Department of Rural Education.

#### University of Florida—

Several Graduate Assistantships (one allotted in Agricultural Education), value \$1,200 for the regular academic year.

#### University of Illinois—

Fellowships (number not specified) which pay \$1,000 per year and free tuition. Some are reserved for persons with major interest in agriculture. Assistantships (number not specified) administered by the College of Education, which pay approximately \$3,400 for full-time for nine months (can be divided into halves and quarters).

Several free tuition Scholarships.

#### Louisiana State University—

One and possibly two Graduate Assistantships with a value of \$900 to \$1,080, plus exemption from University and tuition fees, for the regular 9 months session.

#### Michigan State University—

Two Assistantships in Agricultural Education, value of \$2,200 for nine months, without waiver of out-of-state tuition.

Several College of Education Assistantships with value of \$1,888 plus waiver of out-of-state tuition. Half-time service required.

One Agricultural Engineering teaching assistantship for doctoral candidate in Agricultural Education taking work in Agricultural Engineering.

A number of Fellowships and Scholarships available upon application by graduate students with outstanding records. Stipends vary.

#### University of Missouri—

Two Graduate Assistantships, value of \$500 each, for Master of Education degree candidates.

One Research Assistantship, value of \$1,000, for Doctor of Education degree candidate.

#### The Ohio State University—

Graduate Assistantship, three-quarters—Autumn, Winter and Spring,

value of \$1,503 plus waiver of out-of-state fees.

Fellowships (one or more may be available), value of \$2,000 plus waiver of out-of-state fees.

#### Pennsylvania State University—

Four half-time Graduate Assistantships, two-thirds graduate study load permitted, value of \$156 per month and waiver of all fees. Nine-, ten-, or twelve-month basis.

#### Purdue University—

Two Graduate Assistantships in Agricultural Education, value of \$1,700, one-half time for the regular school year, requiring about 20 hours service per week.

#### Virginia Polytechnic Institute—

Graduate Assistantships (number not given) for candidates for M.S. or M.Ed. degrees, range in value from \$1,035 to \$1,560, depending upon qualifications and period of appointment.

#### University of Wisconsin—

Ten Graduate Assistantships in Extension Education and two comparable Assistantships in Agricultural Education, value of \$1,600 each for ten months. Out-of-state recipients exempt from out-of-state tuition.

## 1957 Program - - -

(Continued from page 236)

and specific information to point the direction of changes to bring about improvement in the service of agricultural education, the program planning committee shall be directed to allow at least one full half-day for the research session in the Philadelphia convention in order that this session may provide, in addition to the usual reports on studies completed during the year, time also for a discussion of policies and procedures for the development of research programs on the state, regional and national levels, involving supervisory and administrative as well as teacher-education responsibilities.

It is recommended that the representative of the agricultural section on the AVA committee on research and publications shall be an ex-officio member of the standing agricultural section committee on research in agricultural education.

Respectfully submitted,

Henry Brunner, Chairman,  
North Atlantic Region

Ralph Bender, Central Region  
J. N. Freeman, Inter-region  
T. J. Horne, Southern Region  
R. W. Canada, Acting,  
Pacific Region  
James Wall, NVATA

#### TEACHER EDUCATION

The Teacher Education committee has had as a project the development of guiding principles pertinent to the training of teachers of vocational agriculture.

The committee proposes that the project, Guiding Principles Pertinent to the Training of Teachers of Vocational Agriculture, be continued and that a systematic review, revision, and expansion be made of these principles. The committee proposes that this be done by getting participation in the states, in the regions, and then on a national basis. The personnel of the groups in the states working on the project should include supervising teachers who are members of NVATA, and supervisors, in addition to teacher trainers. The committee is of the opinion that supervising teachers and members of the supervisory staffs should contribute to the guiding principles written in their respective states.

Within the regions, including the Negro group, a special committee or group should be selected by the Teacher Education committee member and the regional chairman of AVA. This committee should include representation designated by NVATA. It would be the function of the regional committee to guide the systematic review, revision and expansion of the guiding principles in the states and to bring together the work of the states for discussion at the regional conferences.

The Teacher Education committee proposes to draw upon the deliberations within the states and the regions in the further development of the project. The committee would expect assistance of designated supervisors, teacher-trainers, and representatives of NVATA in meetings scheduled prior to and at the 1957 AVA Convention.

Respectfully submitted,

V. G. Martin, Chairman,  
Southern Region

George Ekstrom,  
Central Region

R. W. Cline, Pacific Region  
G. C. Norman

H. E. Throckmorton,  
NVATA

C. W. Hill, Acting,  
North Atlantic Region

John L. McCaffrey, Chairman of the Board of International Harvester Company, Chicago, Illinois, has been elected Chairman of the Sponsoring Committee for the Future Farmers of America Foundation, Inc., an organization which provides an award program to recognize the achievements of outstanding farm boy students of vocational agriculture.

He succeeds Clark W. Davis of E. I. duPont de Nemours & Company, Inc., Wilmington, Delaware. As Chairman of the Sponsoring Committee, Mr. McCaffrey will be responsible for soliciting funds to continue the FFA Foundation's award program during the coming year.

#### FFA Deadline Dates

May 1—Applications for membership in National FFA Band due.

May 1—Applications for membership in National FFA Chorus due.

June 15—Final date for payment of FFA Membership dues to National Treasurer.

June 30—Applications for American Farmer Degree due in National Office, or must show by postmark to have been mailed on or before June 15.

## ....Tips that work . . .

### Welding Competition — a Stimulus!



Jim Hansen

ONE problem that invariably comes up in teaching welding is helping the Vo-Ag student to practice good welding habits. After the initial newness of welding wears down, many students practice welding without really trying to make good welds.

Often they practice poor welding habits, slowing the learning process or actually regressing.

What can we do to stimulate new interest? Teachers' interest in their work is a real support. The interest of other students of course would be an ideal stimulus. I have used a welding contest that is a real boost to help get these fellows out of the "beginning" class and to develop real welding skill.

Let me tell you of our contest. Perhaps you could use it in your department. First, we had a Future Farmer Committee draw up rules and select the judges. They decided to choose an all-around welder. The welds selected for the competition were (1) Arc fillet weld; (2) Pieces cut out of  $\frac{3}{8}$ " boiler plate 3" x 5", and 2" x 5", the cutting to be judged; (3) Acetylene fillet; (4) Brazing 1" pipe on  $2\frac{1}{2}$ " x  $2\frac{1}{4}$ " x 3/16" plate; (5) Acetylene butt weld—two  $\frac{1}{8}$ " x 1" x 5" plates.

Three judges were chosen—a welder from the blacksmith shop and two farmers. Each judge was pleased to be invited to serve.

The contest lasted six weeks. Each weld was numbered and the judges placed them using the Danish System. A first place was given 5 points; second, 3 points; third, 2 points; fourth, 1 point. Highest total score was ranked first.

Prizes were tools donated by local merchants. We awarded these at the regular school awards assembly after

they had been on display in our shop during the contest.

The effect of the contest on the boys was good and the men who judged the work were surprised at the quality of the boys' welds.

JIM HANSEN,  
Vo-Ag Instructor,  
Esparto, Calif.

### Let's Have Uniform Dress in Our Shops



James H. Naves

THIS year we are initiating a new program in our Vocational Agriculture shop. We call it "Uniform Dress." By this we mean every boy in shop wears the same type and color of coverall.

Having uniform dress in shop could be quite expensive, but we feel we have solved the cost problem. Our department has three Vo-Ag shop classes, so we took the enrollment of the largest class and purchased coveralls for that number. To keep the cost at a minimum we rent the coveralls to all three classes at a very nominal fee and the department takes care of the laundry. If each pair of coveralls lasts two years we will at that time be able to start with a replacement program.

Coveralls not only very adequately and neatly protect school clothing but having them uniform helps develop the spirit of "belonging" and of teamwork. Uniform dress materially aids in building that all-important atmosphere of industry. Attention of the class is less likely to be caught by the eccentricities of a few. A sense of pride in the group develops that is reflected in a cleaner, neater shop with less discipline problems and a more conducive learning situation.

Uniform dress can advertise for you and your department. We have stenciled the name of our FFA Chapter on the back and have identifying numbers on each coverall. To advertise you must

### Changes in the Magazine Staff



Robert J. Bishop

AS President of N. V. A. T. A., Robert J. Bishop is a new member of the Editing-Managing Board of the Magazine succeeding former N. V. A. T. A. President, Robert Howey.

Bob Bishop was born and raised on a ranch in Colorado and attended high school in Fort Collins. He was an active participant in Vo-Ag during his high school career. Bob was graduated from Colorado A. & M. College in 1941 and began teaching vocational agriculture at Powell, Wyoming, that same year. The four years from 1942 to 1946 were spent with the Armed Forces after which he returned to teaching at Powell where he has remained continuously to the present.

Bishop has served as Vice-president of N. V. A. T. A. for Region I before being elevated to the presidency in the last annual meeting at St. Louis. He has been active in the Wyoming Educational Association and President and Vice-president respectively of the Wyoming Vocational Association and the State Vocational Agriculture Teachers Association. □

Some 99 per cent of the U. S. tobacco output is trucked to market; 97 per cent of the milk; 96 per cent of poultry, eggs and cotton and 91 per cent of the grain, according to a recent Twentieth Century Fund report.

Behold the turtle. He makes progress only when he sticks his neck out.

—James Bryant Conant

have an audience, so we use our coveralls for shop, field trips, tours and when putting up displays. The more people see your name, the more they know you are around and doing something worth while.

Let's all work for "Uniform Dress" and keep our boys clean and neat.

JAMES H. NAVES,  
Vo-Ag Instructor,  
Wishek, N. D.



How uniform dress in the shop appears at various tasks.



## News and Views of the Profession

### V. A. Martin Retires

W. A. Martin, assistant supervisor of vocational agriculture in the Department of Public Instruction, retired from State service on September 24, 1956, after completing almost 40 years in agricultural education in Pennsylvania.

Mr. Martin was graduated at Greene-Dreher High School, Newfoundland, Wayne County, in 1910, taught school in Pike County three years and in 1913 enrolled in the spring and summer terms of Perkiomen Seminary at Pennsburg to gain sufficient credits to enter Pennsylvania State College that fall. Upon graduation from Penn State in 1917 he immediately was elected as teacher of agriculture at Montrose, one of Pennsylvania's original five departments of vocational agriculture which had been established in 1913.

On January 1, 1919, upon nomination of L. H. Dennis, State Director of Vocational Education, "V.A." was appointed by the State Council of Education as the first county supervisor of agriculture and assigned to Allegheny County, where he served for six years. He then was appointed assistant State Supervisor in the Department of Public Instruction in 1925 and continued in that position until this Fall.

During this long span of years he has assisted in the organization and establishment of more than 200 new departments of agricultural education in high schools of Pennsylvania. At the present time there are approximately 300 such departments with an enrollment of more than 12,000 farm boys preparing for a career in farming. During his tenure the Future Farmers of America program in Pennsylvania grew from one Chapter in 1928 at Trinity High School in Washington County to 292 Chapters at the present time.

"V.A.," as Mr. Martin was popularly known, will continue his residence at Lemoyne, Pa., where he is taking a position as office manager and treasurer of a local lumber company.

### New Department Head in Vermont

DR. Earl E. Julson began his duties as head of the Department of Agricultural Education, University of Vermont, on February 1 of this year. He occupies the post formerly held by Dr. Paul Hemp who is now at Purdue University in Indiana.

Julson's high school experience was had at Blanchardville, Wisconsin, from which he went to Plattsville State Teacher's College for his Bachelor of Education degree awarded in 1936. He taught Vo-Ag in Bowdle, North Dakota, and Big Sandy, Montana, between 1936 and 1943 before entering the U. S. Navy in World War II. After release from the Navy in 1946, he returned to Big Sandy, Montana, as Vo-Ag instructor. The last two years included the further

responsibility of high school Superintendent.

Graduate study at the University of Montana and University of Wisconsin was culminated in 1946 with the award of the M.S. degree. From 1950 until 1952 Dr. Julson enrolled for a graduate program at Cornell University, earning his Ph.D. in 1952. He then was employed in the United States Technical Cooperation Mission, assigned to India. His work first was at Punjab and later at New Delhi where he became Extension Training Adviser from 1954 until his resignation to accept his present appointment.

Dr. Julson is the author of several professional articles and reports and co-author of others. He has been a contributor to *Agricultural Education Magazine*.

### Hoskins in India

DR. E. R. Hoskins, formerly a member of the staff in Agricultural Education at Cornell University, is now a member of the Kansas State College "team" in Western India which is participating in the National Extension Service project in that country. His location is at the College of Agriculture in Poona in Bombay State.

The program in which Dr. Hoskins is working aims to train 38,000 extension workers during the next five years to supplement the 12,000 extension personnel trained during India's First 5-Year Plan. He reports that the college (established about fifty years ago) is an excellent institution with a well-trained staff, a highly productive farm, a strong program of research and a highly selected student body from all southern Asia. English is used in all classrooms.

Dr. Hoskins retired from the N. Y. S. College of Agriculture at Cornell in 1955 after 33 years in teacher education.

### Arthur James Andrews

A. J. Andrews, for thirteen years a member of the supervisory staff of the Illinois Board of Vocational Education, died November 4, 1956. He supervised vocational agriculture as he lived, conscientiously, courageously, and helpfully.

His life was devoted in service toward an improved agriculture for Southern Illinois. His extra-curricular work and hobby was centered on the excellent farms which he supervised, and a fine herd of Angus Cattle.

Mr. Andrews started teaching in the public schools of Illinois at the age of nineteen before completing his college degree in agriculture in 1923. Later in 1923, he was employed as vocational agriculture teacher at Flora, Ill., where he taught for the five succeeding years. From this he transferred to work with the Illinois Agricultural Extension Serv-

ice and capably served as farm adviser in Pope-Hardin counties for seven years. He retained a vital interest in this area and the subsequent development of a University of Illinois Experiment Station at Dixon Springs. In 1935, he came back to his home in Mt. Carmel as vocational agriculture teacher in the high school. In 1943, he was appointed a supervisor of Agricultural Education for the Illinois Board of Vocational Education where his realm of influence widened greatly. As a result of his influence, many teachers in Southern Illinois, whose work he criticized and augmented, will recreate for many years to come the high moral and professional values emphasized by Mr. Andrews. □

### J. C. Cannon



J. C. Cannon

J. C. Cannon, 55, State Supervisor of Agricultural Education died at his home in Montgomery, Saturday morning, February 2, 1957, following a heart attack.

For thirty-four years he had served Alabama in the field of education and Vocational Agriculture. Serving first as Vo-Ag teacher, he progressed to the position of Assistant State Supervisor, and then to the office of State Supervisor in 1945.

He was born in Coosa County, Alabama, in 1901. He graduated from Marbury High School, and attended Alabama Polytechnic Institute where he received both his Bachelor of Science Degree, and Master of Science Degree in Agricultural Education. While attending A. P. I. he became a member of Sigma Phi Sigma, Kappa Delta Pi, and Gamma Sigma Delta, honorary fraternities.

Mr. Cannon has served as State Supervisor of Agricultural Education for the past twelve years. In this capacity he has supervised the State Program of Vocational Agriculture, which includes Vo-Ag Departments in 352 high schools in Alabama. He directed the training of 30,000 farmers and farm boys annually, and also served as State Advisor to the 14,000 Alabama FFA members and students of Vocational Agriculture.

His career in Vocational Agriculture had its beginning at Straughn High School where he taught for three years. Following this he was principal of the State Secondary Agricultural School at Abbeville two years and then moved to Auburn where he was teacher of Vocational Agriculture for one year.

He became Assistant State Supervisor in 1929 and served in that capacity until 1945 when he became State Supervisor and moved to Montgomery to take over his duties. Mr. Cannon is the second man to serve as State Supervisor of Agricultural Education in Alabama since the beginning of the program in 1917. □

# Stories in pictures



Bill and Will Cornelson, twin sons of a professor in Dairy Husbandry, University of Missouri, live on a dairy and livestock farm 18 miles from Columbia. Both boys are sophomores at Hickman High School, Columbia, and in their first year in Vocational Agriculture and in FFA. They have joint farming programs involving dairy and beef cattle.



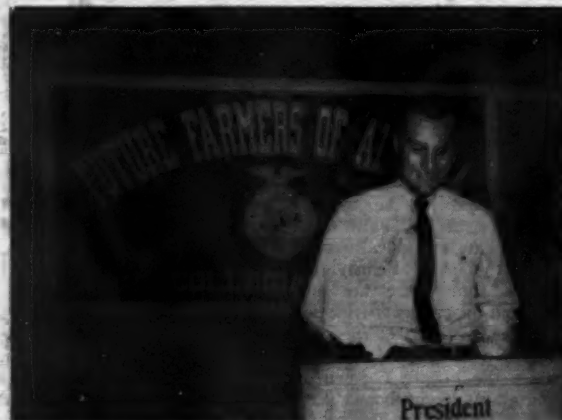
Roland Johnson and Eldon Francisco, Vo-Ag students at the Albuquerque Indian School, Albuquerque, New Mexico, adjusting the grain drill just before they drill wheat, their class project.



Modern equipment requires maintenance for proficient operation. Les Gibbons, instructor of Farm Mechanics courses at Colorado A & M, gives several of his Vo-Ag senior trainees some tips on carburetor adjustment before they go out to do their student teaching.



The University of Maine Collegiate FFA Chapter degree team. The team recently has conducted the Chapter Farmer degree ceremony in two local high school Chapters where 45 candidates from eight nearby Chapters were initiated. The picture was taken in the East Corinth, Maine, Vo-Ag department.



Roy King, president of the Texas A & M Collegiate FFA Chapter, presiding at the Chapters' first 1956-57 meeting. One hundred and fifty-five agricultural education majors will comprise the Chapter membership for this year. This is a record enrollment, both in the Chapter and in the Department of Agricultural Education, according to E. V. Walton, head of the department. (Photo by J. D. Gray)



MADERA YOUNG FARMERS RECENTLY JUDGED TRACTOR RODEO SPONSORED BY MADERA FUTURE FARMERS. Shown above are judges as they talk over rules, left to right, Floyd Newcomb, local tractor dealer, who donated one of the tractors, Young Farmer judges, Edward Ferretti, Edward Loquaci and Enzo Petrucci, while Ken Seibert, Madera Future Farmer checks the oil stick. (Photo sent by Dino A. Petrucci, instructor)

